

LIBRARY
OF THE
UNIVERSITY
OF ILLINOIS


640.705

IL

v. 3

HOME ECONOMICS
LIBRARY



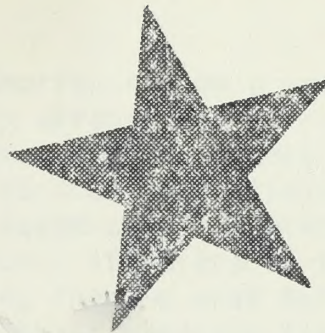


Digitized by the Internet Archive
in 2011 with funding from
University of Illinois Urbana-Champaign

<http://www.archive.org/details/illinoisteachero3univ>

ILLINOIS TEACHER

HOME ECONOMICS
EDUCATION
UNIVERSITY OF ILLINOIS



Star Feature

TEACHING DEMOCRACY THROUGH
FUTURE HOMEMAKERS OF AMERICA

URBANA ○
ILLINOIS

Where Do We Start?	Page 1
Working With Committees	11
What is a Good Leader?	15
Improving Discussion in Meetings.	24
Future Homemakers in Large Cities	37
How Can We Help Members Grow? . .	39
Thinking: A Preview and a Promise	43

ILLINOIS TEACHER



HOME ECONOMICS
EDUCATION
DEPARTMENT OF ILLINOIS

Star feature

TEACHING DEMOCRACY THROUGH
CIVIC EDUCATION IN ILLINOIS

With the Star...
Working with...
How to...
Training...
How to...
Training...



Capital
Springfield

TEACHING DEMOCRACY THROUGH FUTURE HOMEMAKERS OF AMERICA

Ida Jane Andrews, Pekin High School
Louise Lemmon, University of Illinois

Each chapter of Future Homemakers of America can be a small unit of democracy. As teacher-advisers, we can help strengthen the race for freedom by teaching and guiding Future Homemakers in democratic processes. At this point it might be important for us to look at two values-- cooperation and competition. Democracy is based upon cooperation; totalitarian governments are based upon competition. If we are to teach and guide students to live in a democratic world, then we must help them to understand and use cooperative processes in their everyday living today. So your chapter of FHA can be a laboratory for democracy. Remember that in a laboratory for students the PROCESS is more important than the END PRODUCT. As the process improves, the end product also will improve.

Where Do We Start?

We start with you, the teacher-adviser. You are leader number ONE. It is only through your guidance and teaching that student leaders will develop in your organization. So lay your values out on the table and see if they stack up to the democratic teaching-learning process. If they do, you are ready for the next step.

Determine needs and interests of members

The vice president of the organization is usually the program planning chairman. Some FHA's use the full executive council for this purpose, some direct the president to appoint a standing program planning committee and some invite the entire membership in for a day of planning. In planning we must keep in mind that the more members of the organization are involved, the nearer we are to approaching a democratic goal. Each chapter will recognize its most facilitative planning committee pattern. Whoever serve on the committee will, if they observe the democratic process, discover the interests and needs of the membership. There are several ways of finding out what the members would like in the year's programs.

Interviews: each member of the program committee can take a list of five or ten members to interview by phone or face-to-face. The committee should determine beforehand what questions to ask, so the interviewing will be uniform. This method might work best in a small chapter.

Planning Census: at one of the last meetings in the spring or at the first meeting in the fall, ask the members to divide into groups of six to eight. Each small group can choose a recorder and make a list of as many program suggestions as can be devised. The recorders can meet to make a master list which can be recorded on the blackboard for all of the members to see.

Registration cards: at one of the last spring or first fall meetings, hand out four by six card to each member who plans to join the organization for the coming year. Besides the usual registration information, leave space for program ideas.

Suggestion box: as an admittance ticket to the last FHA meeting in the spring or to the first meeting in the fall, ask each member to drop program suggestions in a box. The secretary can then make a master list of suggestions to present to the whole group so all of the members will know what ideas were suggested.

Important preliminaries

Before any planning takes place, make Teen Times, Illinois Future Homemaker, Chapter Handbook, The State Handbook and How-Do-You Rate Sheet available to members. Program ideas are suggested in all of these. Also, in order to help the members keep their thinking focused on the goals of Future Homemakers when they are doing this planning, the following form, based on the new program of work for 1959-1960, might be helpful.

SUGGESTIONS, PLEASE

FHA Goals

FHA Projects

How do you think our chapter can achieve the following goals in chapter meetings?

What specific chapter projects can we work on that will fulfill each of the following projects?

Goal 1: to develop our potential abilities. Each of us is like an unexplored island--we have all sorts of abilities that we have not found. If we work on this goal, we can discover our abilities and help them grow. List suggestions below:

Project: Youth can do. As you can see this project is part of goal 1. If we discover our abilities and interests, our chapter could do an outstanding school or community project. What could it be? List suggestions below.

Goal 2: to develop a better understanding of our family members and to contribute to their well-being.

List suggestions below.

Project: Family unity and family fitness are the two national and state projects that have been chosen to help us reach goal 2. Through family unity projects we can learn how to understand and live more cooperatively with our families. Through family fitness projects we can help our families understand and improve physical, mental, social, emotional and spiritual well-being.

List suggestions below.

Goal 3: to interpret the value of home economics as a basic part of our total education.

List suggestions below.

Project: Your future with home economics. With this project we can help ourselves and others understand how home economics improves family living.

List suggestions below.

Goal 4: to promote good will through getting to know our neighbors at home and abroad.

List suggestions below.

Project: Getting to know you.

Through this project we should learn more about people in our own country and in other countries.

List suggestions below.

Tally

Now that there are stacks of suggestions, the program planning committee can get busy and tally. It is helpful to put ideas into three categories--(1) those that seem to represent the total membership, (2) those which represent slightly less than a majority, and (3) those which are new and few in number. It seems most likely that the committee will use the suggestions from category one, but incorporating ideas from category three will put new zest into the program and add interest for

the year. It also seems likely that the committee can determine from category one which of the FHA goals the membership wants to work on for the year. It is not necessary to include all of the goals in the program each year. By being selective, the members will have a chance to achieve excellent programs and projects. For example, a chapter may decide that, since so many of its girls are interested in studying home economics in college, one goal might suffice for the year's program to interpret the value of home economics as a basic part of our total education. Certainly, it is easy to see how this goal could be developed into meetings and projects. If there seems to be indication that the members do prefer one or two of the goals, it may be necessary to let them do further planning of specific suggestions for variety in meetings and of ideas for one or two bang-up projects.

Teacher-adviser steps in

You, the teacher-adviser, have been in the background, but now it is time to step in to direct the co-ordinating of the total program--class, FHA and home experiences. Two of the most important reasons for co-ordinating the total program are that continuity and direction will be provided, and time will be saved for the homemaking teacher. If this is your first attempt at coordinating the program, hold your ambitions in check. Go easy the first year. Integrate a few of the more obvious meetings or projects into the classroom. When you see how much easier this is in comparison to meetings and projects entirely separated from class experiences, you will be convinced. A few examples will suffice to help you get started. If the chapter choses to include Goal 1 in the program of work, the teacher's coordinated chapter-class plan might look like this:

Goal 1--To develop our potential abilities.

FHA Activity	Class Activity	Home Experiences
<u>October</u> meeting--A clinic on how to be a better committee member.	September--Choose members of clinic committee from Family Living Class FHA members, who will have discussed working together in class.	Plan and help develop a family council at home.
<u>November</u> meeting--show film on personality traits of teen-agers. Have total membership discuss, "Are You Popular?"	October--Choose co-chairmen for "Are You Popular?" discussion from homemaking II class. This class will have studied, "Improving My Relationships with Others."	Take inventory of personal characteristics and plan to improve one or two of them.

December meeting--
demonstrate brain-
storming.

November--Plan to
teach brainstorming
technique to home-
making IV. Choose
a brainstorming
panel for December
FHA meeting from
homemaking I class.

Read articles and books
on brainstorming and use
brainstorming at family
council.

Example of a Co-ordinated Program

Let's see how a teacher's work plan of a year's co-ordinated program might look.

Co-ordinated FHA Program 1959-60

Goals we plan to work on this year:

- to develop our potential abilities
 - to develop a better understanding of our family members and
to contribute to their well-being.
 - to interpret the value of home economics as a basic part of
our total education
 - to promote good will through getting to know our neighbors at
home and abroad
-

Goal 1

September 21
Chairman _____

Chapter meeting: Officers present skit on year's program of work.
Clinic on, "How a Good Committee Works."
Report on State and National Leadership Conferences.

Class activity: Family Living: reading and discussion on how a com-
mittee works--3 girls from this class will conduct the
FHA clinic on committee work.

Chapter project: Planning for International Dinner.

Committee members: _____

Goal 4

October 19
Chairman _____

Chapter meeting: Work meeting for International Dinner. After commit-
tees meet and make plans for dinner, the chairmen will
present plans to total membership.

Class activities: Homemaking I--during family relations unit, plan and make table decorations for International Dinner.
 Homemaking II--during foods unit, plan and prepare food for International Dinner.
 Homemaking III--during clothing unit, plan simple costumes for hostesses for International Dinner.
 Family Living--FHA members plan how to be hostesses for International Dinner.

Chapter project: International Dinner--(only money making project for the year)

Committee members: _____

Goal 3

November 16

Chairman _____

Chapter meeting: Film on careers in home economics.
 Discussion of film with chairman as leader.
 Committees plan for Mothers' Christmas Tea.

Class activities: Homemaking II--make cookies and yeast breads and freeze for tea.

Chapter project: Planning for Mothers' Tea.

Committee members: _____

Goal 4

December 14

Chairman _____

Chapter meeting: Show film, "The Toymaker."
 Panel of mothers and girls discuss the film.
 Tea.

Committee members: _____

Goal 1

January 18

Chairman _____

Chapter meeting: Discussion: "How to Improve Chapter Work for Rest of Year."

Committees plan work for community Polio Drive.

Chapter project: FHA volunteers work with community Polio Drive.

Committee members: _____

Goal 3

February 15

Chairman _____

Chapter meeting: Six local home economists discuss, "Careers in Home Economics,"

Question period.

Class activity: Family Living--see film, "Homer and Ulysses." Plan to use for Daddy Date-Nite.

Homemaking III--make and freeze pies to serve at Daddy Date-Nite.

Committee members: _____

Goal 2

March 15

Chairman _____

Chapter meeting: Work meeting for Daddy Date-Nite.

Chapter project: Daddy Date-Nite.

Committee members: _____

Goal 1

April 19

Chairman _____

Chapter meeting: Clinic on, "How to Choose Good Officers."
Nominations for 1960-1961 officers.

Class activities: Homemaking II and Family Living--prepare check sheets for qualifications desired in leaders.

Chapter project: Planning for section rally.
Election of officers.

Committee members: _____

Goal 4

May 17
Chairman _____

Chapter meeting: Local citizen to discuss, "My Trip Behind the Iron Curtain."

Chapter discussion: "What Freedom Means to Me."

Class activities: Family Living--FHA members prepare to be discussion leaders for, "What Freedom Means to Me."
Homemaking II--nucleus of TV committee formed during child development unit.

Chapter project: Plan summer TV program, "Story Time for Children."

Committee members: _____

Outlines for Members

The members can have program outlines similar to the foregoing. Probably they would prefer an extra sheet with the names of officers, the creed, the goals, and any other information they think necessary. Programs have an elusive way of disappearing, so we suggest one of two sizes. If the programs are dittoes on unlined notebook paper, the members can carry them right in their notebooks and will usually have access to them most of the time. The other suggestion is perhaps a bit impractical as far as the work involved, but it is highly appealing to the girls. The program can be concisely outlined on two or three sheets that can be stapled together and of a size that will fit into the billfold. This type might be combined with the notebook outline.

The purpose of the program outline is one of function, so fancy covers and volumes of padding are unnecessary. The important point is that the outline be usable and the program be challenging.

Is Time Precious?

FHA chapters are allotted different amounts of time for chapter meetings. It is fairly easy to plan for a 60-minute meeting, but what can you do in the 40- and 30-minute meetings? Following are examples of 40- and 30-minute meetings adapted from the Winter, 1958 issue of Illinois Future Homemaker.

The following meeting is planned for a forty-minute period.

- Goal 4: to promote good will through understanding our neighbors at home and abroad.
- | | |
|---|------------|
| Business meeting | 5 minutes |
| (Most of the business can be done by executive council in special sessions and the only thing members have to do is vote approval. Roll call can be taken by passing a sheet of paper around and having girls sign it.) | |
| Panel discussion on, "Family Life in Germany" . . | 20 minutes |
| Group singing of German songs | 5 minutes |

This program can be used in a thirty-minute period.

- Goal 1: to develop our potentialities
- | | |
|--|------------|
| Skit | 13 minutes |
| (Skit given by membership committee to help interpret the program to prospective members to interest them in joining FHA.) | |
| Buzz session | 12 minutes |
| Business | 5 minutes |

One of the important functions of the teacher-adviser is to help the girls understand how they can use meeting time to best advantage.

Helping Officers Get Started

Another job of the teacher-adviser of Future Homemakers is to help the officers understand their duties and to guide them to be self-directive in carrying out the work for the year. If the officers are elected in the spring, they are able to get a "head start" on thinking through their jobs for the next year. Plan to use one to two half days during the August pre-school employment time for meeting with officers. A general discussion of officer duties is a good place to begin.

What Is An Officer Supposed To Do?

President

She is essentially the co-ordinator of all the chapter activities. She:

- appoints major committees.
- must be in contact with all activities by having one member of each activity keeping her posted.
- checks on committee progress and makes suggestions when needed.

must be responsible for seeing that the year's goals are understood by membership.
must keep teacher-adviser and chapter mother informed about progress of committees and activities.

Vice-President

She is largely responsible for the planning of the program of work for the year. This includes meetings and projects. She:

is chairman of the program planning committee.
gets ideas for the year's program from the total membership.
sees that the program is outlined in some manner and a copy is given to each member.
helps members evaluate the chapter meetings so that improvements can be made the following year.
makes recommendations for the following year's program.

Vice-President of Projects

She is responsible for helping members do detailed planning on chapter projects. She:

gives guidance to project committee members in carrying out chapter projects.
checks with project committees from time to time to see what progress is being made on projects.
sees that project reports are compiled for FHA files.
reports on project progress at executive council meetings.

Vice-President of Public Relations

She interprets what FHA is to members, school, and community through:

keeping information posted about coming meetings and events through bulletin boards, school paper, display cases, radio spot announcements, TV announcements and local papers.
plans a program that will encourage members to read FHA publications--Illinois Future Homemaker, Teen Times, Chapter Handbook and State Handbook.
plans a program to interpret FHA to school and community.
works with projects chairman on planning and interpreting FHA Week.

Vice-President of Recreation

She helps members relax at meetings and helps them plan recreation for their families by:

teaching members new songs and relaxers at meetings.
providing get acquainted games at parties and first meetings.
adding new songs, relaxers, get acquainted games to FHA files.
helping members plan games and other types of recreation that can be used with families.

Treasurer

is usually chairman of the finance committee that plans and/or approves of money-making projects for the year.
 keeps simple but accurate books on FHA accounts.
 learns to write a financial report to be dittoed and given to each member once or twice during the year.
 helps plan the budget for the year.

Secretary

keeps minutes of the organization.
 learns to summarize minutes for short reports.
 posts minutes on bulletin board if she does not read them at short meetings.

Historian

Some chapters have combined this office with that of secretary. Generally the historian is chairman of a committee that keeps a record of the year's FHA activities. To do this, it is important to collect and organize news articles, pictures and magazine articles.

After the officers understand their general duties, they can make plans for ways they will work with their respective committees for the year. The general program must be planned and committees must be appointed before they can make specific and detailed plans.

Working With Committees

Another role for the teacher-adviser is the one of helping girls develop skill in committee work. One way that the teacher-adviser can better insure good committee action is to plan a workshop on, "Being a Good Committee Member." A workshop or clinic can be scheduled during one of the first fall meetings. Such a meeting may prove to be a time saver in that committee members will have some ideas on how to operate before starting their work for the year. Some ideas for conducting a workshop or clinic are:

- * Ask each committee to form itself into a group. If a girl is on more than one committee, let her choose with which one she will work at this meeting.
- * Ask the members of each committee to write down what they see as the purpose of their specific committee. A question such as, "What do you think this committee is supposed to do?" might suffice.
- * Ask the members of the committee to list any handicaps under which they will work. (i.e., all members do not have same free period, no activity period, etc.)
- * Ask each chairman to report her committee's ideas.
- * Teacher-adviser list and categorize these on the chalk board.

- * From the list of specific committee functions, let girls help make a list of general functions that would be appropriate for all committees.
- * Redivide groups, assign one of the listed handicaps to each group, and let girls suggest possible solutions.
- * Plan for a general summary of this before the entire group.

Now that the girls have been working together for awhile they will be able to identify some of the human relations problems of committee members. So--

Ask each member, "What do you think will be the biggest problem when working together in a committee assuming that time handicaps, etc., are taken care of?" If each FHAer writes this on a small sheet of paper and puts it into a question box, she is more likely to be honest than if she answers verbally. There will probably be such problems as shyness, anger, too much talking and no interest.

If time is short, suggest girls read the article, "You in a Group," Teen Times, March, 1958.

If there is time at the clinic or workshop, let the girls talk through these human relations problems and suggest solutions.

Suggestions for talking through

The teacher-adviser can have some large cardboard signs made for each of the following words which represent roles that group members assume in order to get a job done. They are called task roles:

Originator	Coordinator
Opinion Seeker	Detail Girl
Fact Seeker	Reality Tester
Opinion Giver	Summarizer

For discussion purposes hold each card up separately and ask what each of these types would probably do for a committee. Generally these are the ways people behave when they want to get a job done.

The originator starts the ball rolling. She has some ideas about the purpose of the meeting and makes some suggestions.

The opinion seeker is the girl who makes sure that all opinions are expressed before the work becomes too involved.

The fact seeker has done a little research before coming to the meeting. Or she is the person who volunteers to get more information.

The opinion giver is not unknown to people who work in groups, but we have to have opinions in order to progress.

The co-ordinator stops every once in awhile and ties up the loose ends. She helps the group see where they have been.

The reality tester is the practical person of the group. She wants to be sure this is going to work. She is willing to test one or two of the ideas before the group makes any final dicisions.

The summarizer can put everything that has been said into a nut shell, and she does this before a meeting disbands.

After the group has discusses the task roles, the teacher-adviser can use another set of cards for introducing another set of roles to the group. These will be the "maintenance" roles. Let the group explore the meaning of maintenance roles.

Procedure Setter	Gate Keeper
Follower	Consensus Taker
Mediator	Clown
Encourager	

The procedure setter takes the responsibility of guiding the group in deciding how it will work, how much time it will spend, etc.

The follower is another role we are all familiar with, but it is sometimes necessary to point out to a group that this task is an important one.

The mediator is a good person to have around when negative feelings are flashing around. She can help group members resolve conflicts by suggesting compromises.

The encourager gives the shy or hesitant person a boost. Sometimes just a smile will be enough to get a quiet person to talk.

The gate keeper counts noses and sees that everyone has a chance to talk before decisions are made.

The consensus taker helps the group know how close it is to making a decision. She knows how many are for and how many are against an issue.

The clown can be helpful to the group when tension is high. A good laugh can clear the air.

Now we come to the problems the girls recognized in group work. We can help the girls see how to cope with shyness, anger, lethargy, and talkativeness by asking them to apply maintenance roles in role playing problem situations. What might be some typical human relations problems in a chapter that could be role played? Let's take the case of SHY SHIRLEY and see how role playing might be developed around it.

Playing the role

Choose a fairly secure FHA member to play the role of "shy Shirley." Choose three other girls to take part in the role playing. One can be the encourager, one the opinion seeker and one the consensus taker. Give each role player a brief description on a piece of paper. Ask the girls to sit around a table for the role playing. The table should be in such a position that all of the members of the audience can see it. Divide the audience into four groups. One group is asked to pretend they are "shy Shirleys." In the other groups the members are asked to pretend they are encouragers, opinion seekers and consensus takers. Briefly describe the opening situation to the total group, and let the role players go to work. After the role playing has continued for two or three minutes, ask the group to "cut." Then ask each individual member of the role playing team to describe how she feels. Now let the audience participate. Ask them how they felt. If you hear any good clues for improving the situation, let the girls offering these exchange places with the first role players and continue the role playing. Again stop the role playing after two or three minutes, and have general discussion. Whenever the teacher-adviser feels that the value of the role playing has been exhausted, ask the FHA members to help formulate from their experiences generalizations about group behavior.

Tips for Role Playing

First. The situation or problem should be one which "hits home." It must be a problem the girls understand. This is why it is helpful to let them search out the problems.

Second. Be sure all the students, both those role playing and those listening, understand the situation and description of the roles.

Third. Try to assign distasteful roles to secure FHA members.

Fourth. Role playing must be spontaneous. A prepared skit is not role playing. This is why discussion and understanding of the situation is necessary.

Fifth. Give the audience assignments before the role playing is to take place. Divide the members into groups and let them look for specific things.

Sixth. Save plenty of time for discussion. This is where the real learning takes place.

Seventh. Re-play roles, using other girls. Additional learning should be gained with each re-playing.

Another last suggestion for the workshop on "Working in a Committee," is to plan a discussion on, "How can we know we are choosing the best person for a specific job?" It is important that teen-agers are helped to become as objective as possible. A teacher's reference on committee work is, "Two Lessons in Group Dynamics," Educator's Washington Dispatch, Arthur C. Croft Publishers, New London, Connecticut.

How are we doing?

If committee members are interested in evaluating their work, the following form might be helpful.

How Are We Doing As A Committee?

	Yes	Some	No
1. We defined our job.			
2. We planned how to do our job			
3. We had enough information			
4. We were all interested			
5. We worked well together			
6. We helped uninterested members work better.			
7. Everyone felt free to talk.			
8. We talked only about the business.			
9. Everyone was friendly.			
10. We each made a contribution.			
11. We found out who could do the necessary committee jobs well.			

Following are ways to improve our next committee meeting:

What Is A Good Leader?

After the teacher-adviser has helped committee members work toward better understandings of their jobs, another of her duties is to help committee chairmen and officers understand what is required of a good leader. Although the specific leader must work in terms of her own group, there are some general ways of acting that will help leaders motivate their groups. The main purposes of democratic leadership are to help the group:

- * organize itself into a group
- * decide and periodically redecide what rules it will follow
- * create an atmosphere that encourages everyone to contribute
- * want to evaluate itself
- * discover the hidden talents of its members
- * devise ways to teach leadership to its members
- * continuously evaluate itself

The way a group acts depends very much upon the type of leadership it has. Just to be certain that, as teacher-advisers, we understand democratic leadership, let's take a quick comparative look at three types of leadership--authoritarian, democratic and laissez-faire.

What does the leader do

<u>Authoritarian</u>	<u>Democratic</u>	<u>Laissez-Faire</u>
All policies are made by leader.	All policies are discussed and decided by entire group. Leader is responsible for getting group to discuss policies.	There is complete freedom. No mention is made of policies by leader, so policies may be individual or group.
Directions for activities are given at a time by leader. Group is not informed of future plans.	Plans are discussed and made by the group. When advice is needed, leader suggests one or two alternatives from which a choice may be made.	No participation by leader with the group.
Leader dictates all assignments to members.	Members free to discuss and make some choices of work companions. Division of labor decided in groups.	No involvement of leader.
The leader is personal in his praise or criticism of work done.	The leader is objective when praising or criticizing work.	Leader may make some comments on activities--positive or negative--but makes no effort to direct a course of action.
Leader remains aloof from group.	Leader becomes involved in group work.	Leader may be friendly with group, but is not involved in work.

Let's look at some examples of what the teacher-adviser might do in each of these types of leadership.

<u>Authoritarian</u>	<u>Democratic</u>	<u>Laissez-Faire</u>
Program of work for the year made by the teacher-adviser.	Program of work made by all chapter members. Teacher responsible for helping leaders organize planning sessions.	Teacher-adviser leaves all responsibility of program of work to officers. Makes no attempt to guide members with their responsibilities.

Teacher-adviser calls FHA meetings and gives leaders their assignments. No mention is made of future meetings.	Plans for meetings and projects are made by committee and officers. Teacher-adviser gives advice as needed by offering several choices from which final choices may be made.	If group has meetings, teacher-adviser does not participate.
Teacher-adviser appoints committees and assigns work tasks.	Officers appoint committees. Committees are free to divide work tasks. Teacher-adviser helps officers to look at people and tasks objectively.	No involvement.
Teacher-adviser favors some girls and negatively criticizes others for doing or not doing good jobs. Evaluation is done by teacher only.	Teacher-adviser guides chairmen and officers in helping members evaluate work done.	No evaluation is made of results or lack of results.
Teacher-adviser is not too accessible to group members, but demands that all groups report to her.	Teacher-adviser involved in group guidance and knows what work is being done.	Teacher-adviser is friendly with girls but makes no attempt to help organize work.

From the FHA point of view

Now let's look at some examples of what an FHA committee chairman could do in each of these types of leadership roles.

<u>Authoritarian</u>	<u>Democratic</u>	<u>Laissez-Faire</u>
Plans committee work by herself.	The whole committee plans work.	Chairman leaves all planning up to committee members.
Assigns all committee jobs herself.	Committee members choose and divide jobs themselves.	Is not involved in planning--expects committee members to do it.
Does most of committee work by herself.	Chairman and committee members do work together.	No involvement in the work.

Chairman is "bossy."

Chairman works along with committee as if she were a member.

Chairman may be friendly with committee but makes no attempt to help them.

Chairman may commend girl who has helped with work and criticize those who have not.

Chairman helps committee evaluate work together.

No evaluation is made.

Leadership begets behavior

The most significant factor about the type of leadership used is what it does to the behavior of group members. Following are some generalizations that were taken from a study on leader behavior. We have followed each generalization with an example of typical behavior in a FHA situation.

Less work and poorer quality work is done with laissez-faire than with DEMOCRATIC LEADERSHIP.

When an FHA finance committee had no guidance, the members planned to spend \$50 for a party when the chapter was already \$10 in debt.

Democracy can be efficient because motivation will be high.

One chapter changed its program planning procedure from planning by the officers to planning by the whole chapter. As a result, the planning time was reduced from 5 days to 2 days.

Autocracy can create hostility and aggression.

When an autocratic leader leaves his group, bedlam often breaks out.

Autocracy can create discontent that does not appear on the surface.

Many times when a chapter is run with "an iron hand," the membership will drop.

There is more dependance and less individuality in autocracy than in democracy.

When a committee has orders to do a job a certain way, the members will make no attempt to be creative.

There is more group mindedness in a democracy than in either autocratic or laissez-faire situations.

In a democratic situation the pronoun, "we" will be used more often in a genuine fashion than "I."

What is the price of democracy?

In a democratic situation the leaders will spend more time WITH members of the group than they would in autocratic or laissez-faire situations.

The teacher will have to give more of herself.

The teacher will not have complete control of the situation.

The homemaking rooms may be often cluttered with FHA members' work.

When you want to check

One of the best ways to start operating more democratically is to diagnose group and leader problems. The diagnoses will be likely to be more accurate if the diagnosis is made from two viewpoints--the leaders' and the members.' Following is a checklist on leadership that can be checked by both the FHA officers and the members. This check list has been adapted from one found in Training Group Leaders, available for 60¢ from the Adult Education Association of the U. S. A., 743 North Wabash Avenue, Chicago 11, Illinois.

The checklist provides data to enable a group to become aware of its problems and indicates how strong the feelings are about particular problems. The higher numbers indicate that leadership is approaching a democratic ideal. Discussing this check list with the members before asking them to use it is usually wise. They should be made to feel that they are trying to pin down problems, not to take a test. The officers can compare their own diagnoses to the over-all diagnosis made by the group. This comparison tends to counteract evaluation that is too subjective.

When You Want to Check Leadership

Directions:

Record in the correct column at the right the number which, in your judgment, represents the present practices in our chapter.

Use 1 to indicate that we almost never follow this practice.

Use 2 to indicate that we sometimes follow this practice.

Use 3 to indicate that we usually follow this practice.

			1	2	3
I.	<u>Do we plan our FHA programs around the FHA goals?</u>				
	We never plan meetings around FHA goals	We sometimes plan meetings around FHA goals	We sometimes plan meetings around FHA goals and all members help in some way to plan them.		
	a.	Do the officers lead the members in planning?			
	b.	Do the members share in planning?			
II.	<u>Do we use members' ideas when planning our program of work for the year?</u>				
	We have no way of knowing what members want in meetings.	If certain ones give some program ideas, they are sometimes used in planning.	We usually find out what members want in FHA meetings before the final planning is done.		
	a.	Does the program chairman ask members to give ideas for meetings?			
	b.	Do members cooperate in giving ideas to the program chairman?			
III.	<u>Do we define our goals during meetings?</u>				
	We never talk about our goals during meetings.	Sometimes an officer or chairman will define our program goals during a meeting.	We often talk about and define our goals in meetings.		
	a.	Does an officer or chairman suggest that we need to define goals?			
	b.	When members do not understand goals, do they ask for definitions?			
IV.	<u>Do we summarize our meetings and projects from time to time?</u>				
	We don't take time to summarize.	We summarize if someone asks for it.	We usually summarize our meetings and our projects.		
	a.	Do the leaders do the summarizing?			
	b.	Do members do the summarizing?			

			1	2	3
V.	<u>Do we use a variety of ways to present our programs? . . .</u>				
	We use the same methods in our meetings, over and over again.	We use one or two new methods during the year for our meetings.	We have a variety of methods in our meetings during the year.		
	a. Does the program planning chairman try to include new methods in the year's program?				
	b. Do the members suggest new methods to use in meetings?				
VI.	<u>Do we try to improve the way we work?</u>				
	We never think about how well we are working.	We think about the ways we work only when something goes wrong.	We set aside special times when we know we will evaluate our work.		
	a. Do the officers take the responsibility for planning when we will evaluate?				
	b. Do the members take responsibility for suggesting that we evaluate?				
VII.	<u>Do we watch our discussion to see if we understand one another?</u>				
	Our discussions resemble free-for-alls.	If a member does not understand something, some one straightens her out.	We often check to be sure that we understand each other.		
	a. Do the officers or chairmen assume this responsibility?				
	b. Do all of the members share this responsibility?				
VIII.	<u>Do we test for agreement to see if we are ready to make decisions?</u>				
	We usually vote before everyone has had a chance to discuss the issue.	We sometimes take an informal vote to see if we are near agreement on an issue.	We often test to see if everyone is satisfied with the discussion before we take a final vote.		
	a. Does the president always take this responsibility?				
	b. Do the members often say we need more discussion on an issue?				

		1	2	3
IX.	<u>Do we spread responsibilities throughout the group?</u> . . .			
	Most of the responsibilities are given to the officers.	Sometimes group members share in responsibilities.	Responsibilities are widely distributed throughout the group.	
	a. Do officers and chairmen suggest that all members take responsibilities?			
	b. Do members volunteer for responsibilities?			
X.	<u>Do we discuss problems such as lack of interest and disagreements?</u>			
	We never talk about these problems in our meetings.	We only talk about the problems that will not make girls feel too badly.	When we have such problems, we discuss them in meetings and try to solve them.	
	a. Do the officers help to solve these problems?			
	b. Do the members discuss and try to help to solve these problems?			
XI.	<u>Do we tackle situations such as violation of rules and no volunteers?</u>			
	We ignore and try to forget such situations.	We settle situations by voting and forcing girls to abide.	We know there will be problems like this, and we try to discuss them and solve them.	
	a. Do the officers help to solve these problems?			
	b. Do the members help to solve these problems?			
XII.	<u>In our meetings, do we all feel free to express our ideas and feelings?</u>			
	Only a few girls take part in our discussions	Everyone talks but there are some things we cannot talk about.	Usually girls can say anything they feel like saying in a meeting,	
	a. Do our officers encourage us to say anything we want to say?			
	b. Do members often urge other members to talk freely?			

			1	2	3
XIII. In our discussions, do we stay on the beam? topic? . . .					
Members often get off the topic at meetings	We sometimes stray off the topic.	We try hard to talk about only the topic being discussed.			
a. Do the officers and chairmen help to keep the group, "on the beam?"					
b. Do members help each other to get back on the track?					
XIV. Do we help our leaders evaluate their work as leaders?					
We never mention this.	We sometimes make suggestions to the officers and chairmen.	We often take time in meetings to help officers and chairmen evaluate their work.			
a. Do the leaders urge members to discuss their plans and work?					
b. Do members often discuss with leaders what they liked or did not like about the leaders' work.					

One Future Homemaker chapter in Illinois concentrated on all types of evaluation in 1958-1959. Following is a sample checklist this chapter used for evaluating the leader. The more honest YES answers the leader has, the more nearly democratic do the members perceive her leadership.

How Am I Doing?	Yes	Some	No
1. Have I done everything I can to help members to feel at home?			
2. Do the members know each other and a little more than names?			
3. Do I delegate enough jobs, rather than do them myself.			
4. Do the members decide on the time and place for meetings?			
5. Do the members decide what we are going to discuss?			
6. Did most of the members speak up during a discussion?			
7. Do our meetings seem to be interesting?			
8. In our discussions, are we able to work through and solve conflicts?			
9. Do we use an observer and recorder to help us in our discussion?			
10. Do I stress the points where we agree?			

Improving Discussion in FHA Meetings

Since communication is the direct route to democracy, it should be another goal of the teacher-adviser to help FHA leaders to improve their skills in leading discussions. Of course, there are certain personalities who naturally are good in discussion leader roles but, aside from that, there are some things any leader can do to improve discussions.

The recorder at a meeting

When a group wants to improve its discussion skills, the discussion leader should not overlook the values of a recorder and an observer. Some suggestions follow.

What does the recorder do? She helps the group remember by writing down the pertinent points of issues as they are discussed. Every group needs a summary from time to time during an involved discussion. The recorder may be called upon at anytime to help the members refresh their memories about points discussed. Here are some simple rules for the recorder to follow.

- * Before the discussion starts, check with leader and group to see what they want recorded.
- * Record only the important points. Remember, this is not a secretary's report.
- * State the problem or issue being discussed accurately.
- * When in doubt about the group's opinion on a point, interrupt the discussion and ask. Do not guess.
- * Ask the group for an evaluation of your summary.
What facts, ideas, or actions were not necessary to record?
Was anything omitted? What?
- * If plans for action are made, label a section ACTION. Be sure to list the jobs and the girls assigned to them.

Although a form for the recorder is not necessary, one might be helpful to the beginner. Copies of the following sample form could be dittoed for recording purposes.

Recorder's Record of Important Points

RECORDER: Mary Jones

Date: _____

ISSUE: Shall we spend time at FHA meetings to evaluate the way we work?

DISCUSSION: Points for Points against

- | | |
|---|---------------------------------|
| 1. Will help chapter do better work. | 1. Not enough time in meetings. |
| 2. Will get girls interested | 2. May hurt girls' feelings. |
| 3. May be more efficient in the long run. | |

DISCUSSION:

Points forPoints against

4. Could evaluate on paper--not take time to discuss it during meeting. Put summary on bulletin board.

ACTION: Evaluation committee was appointed to help members conduct a written evaluation of the April meeting.

COMMITTEE: Evaluation committee--Sally Brown, Sue Hill, Kate Long

What does the observer do? She records and tells the group how it is operating. The observer can be a highly skilled person, but for FHA purposes, there are a few group actions that can be observed and should prove helpful to members. During one discussion period the observer can watch for one thing, and during another discussion she can watch for something else.

One observation that can be made is to check the number of people who are talking and how many times each talks. When such an observation is reported, the talkative girls may be quiet to give the non-talkers a chance. For making this observation the observer can:

- * make a seating chart; each time a girl talks, indicate this beside the girl's name on the chart.
- * give an observer's report after five or ten minutes of discussion. When reporting do not use names. The report might go something like this:
 - "Three girls have each talked 8 to 10 times."
 - "Five girls have each talked 6 to 8 times."
 - "Eight girls have said nothing."

Another type of observation can be made on the number of people for or against an issue. This requires careful listening.

- * Make a seating chart for the group. Each time a girl makes a pro or con contribution, write P or C beside her name on the chart.
- * A progress report might go like this:
 - "Three girls have made 4 to 6 comments for the issue."
 - "One girl has made 5 comments against the issue."
 - "Eight girls have made no comments for or against the issue."

Sometimes a group may be interested in discovering which maintenance roles members assume. So the observer would:

- * Make a seating chart.

- * Decide the role a member is assuming each time he makes a contribution. The roles are explained on page 13 in this issue. They are procedure setter, follower, mediator, encourager, gate keeper, consensus taker or clown.
- * Write a symbol beside the contributor's name to indicate which role she assumed.

This is a more complicated observation and might require the assistance of an adult who knows the group and is skilled in group diagnosis.

There are other factors that can be observed. For example, if the group uses the inventory "When You Want to Check Leadership" on pages 19 to 23 it may find several things that need improving in the group. The teacher-adviser needs to use her ingenuity to help the girls decide how an observer could be of further use in pinning down the problem.

It is a good idea to let many different girls have a chance to be recorder and observer. There may be times when two girls observing the same situation would be advisable, especially if the observation is a complicated one.

How to have a good discussion

When the officers and chairman have been steeped in leadership ideas, they should be ready to lead profitable discussions. One of the first things to think about in any meeting is the seating of the audience. The way a group is seated can hinder or aid the discussion. The ideal is for members to see each other as well as the leader. FHA chapters might consider the following seating arrangements, trying to vary seating arrangements from meeting to meeting.

- * Small chapter can push several tables together. The members can then be seated around one large table. Probably no more than twenty girls should try this.
- * Another arrangement for small numbers is to make a "U" by pushing tables together. By seating girls on both sides of the tables, more people can be accommodated.
- * The best bet for a large chapter is to find a room where chairs can be placed in a concentric semi-circle. Place the leaders' chairs as near the circle as possible. By using such an arrangement, the group can easily break into small buzz groups anytime during the meeting.
- * The seating is so important that it might be a good idea to appoint arrangements committees so chairs and tables can be in place when members arrive for the meeting.
- * When a chapter is large the leaders can use a microphone to insure better audience attention.

- * Only after exhausting every other possibility should the members be seated in the type desk or chair that is bolted to the floor. In such arrangements, the discussion also becomes bolted to the floor.

Name, please

Although many chapters will not find remembering names a problem, this is a special item of concern in larger chapters. Why not require members to wear name tags that are large and legible enough so that they can be read anywhere in the meeting room. Use black or red crayon on white paper to get a bold effect that can easily be read. More interest is aroused in guests, who are appearing on the program, if they also can have name tags. When important preliminaries are taken care of, the leaders can think about getting the discussions started.

Use speaker effectively

Since so many FHA chapters use speakers for special meetings, it might be of value to know some ways of helping the audience gain as much as is possible from the speech. Research is available to show that a speech made without audience participation is highly ineffective; very little learning takes place. The audience needs to be prepared in order to listen intelligently. Such preparation needs to:

- * help the members decide what questions they expect to have answered by this speech.
- * help the girls formulate a few sample questions that might be pertinent for them to ask the speaker.
- * prepare the FHAers so they will feel comfortable about raising questions.
- * start the preparation early enough so the girls can have time to think before the speech.

The following suggestion for planning effective question periods for FHA meetings were adapted from Leland P. Brandford's article, "How to Plan the Question-And-Answer Period," in The Leader's Digest, Vol. 1, Adult Education Association of the U.S.A.

- * Get the members ready to listen.
- * Give the girls sample questions before the speaker starts. These may stimulate thoughtful listening.
- * The FHA audience may be briefed on how and for what each should listen.
- * Prepare an outline of the most important things to listen for. Problems, issues or questions that will be discussed can be dittoed, mimeographed or written on a chalkboard.

- * Another device that is fun is the "listening team." Divide the audience into listening teams before the talk. The leader can assign certain locations to each team. Each team listens for particular points. For example, one team might listen for "Things we do not understand." A second team could listen for "Points with which we disagree." Another team could listen for "Things we ought to do something about."
- * An audience can also be stimulated by some method to formulate its own questions. Such devices as role playing or the panel discussion could be used before the speech starts so that questions can emerge from the girls.

The next important step in audience participation is getting the questions down while the members still remember them.

- * Be sure that the girls are supplied with pencils and paper, so the questions can be written down as they occur.
- * Sometimes two or three breaks during a speech are planned to give members a chance to write down their questions.
- * To help make sure that the audience doesn't get lost, an audience-reaction panel composed of two or three members can be used to test whether the speaker is really communicating with the girls. The panel could interrupt the speaker to raise questions which the members feel need to be answered to clarify the speech.

How do we get the most important questions? Getting questions that are really representative of the group is important.

- * Even though the girls have been helped to listen critically, some may still have difficulty formulating and expressing the questions that bother them. Hearing other questions and discussion usually helps individuals to crystalize their own ideas.
- * Breaking into buzz groups can help FHAers frame their questions. This also makes more certain that every person takes part in the question period. One person from each group can direct the questions to the speaker.

What can be done with the learnings from a speech? How can the girls be helped to see how they can apply to their own lives points that were discussed in the speech.

- * A panel of girls representing each class--freshman, sophomore, junior and senior--could be a special listening panel.
- * After the audience has asked questions, the panel could discuss ways the new ideas could be applied to daily living.

These same techniques can be used to guide discussion before, during, and after the showing of films. Role playing can also be used after a human relations film to help girls gain deeper insight into the application of human relations principles to themselves.

Checklist on Our Discussion

An Illinois FHA chapter uses the following form to periodically evaluate discussions.

Directions: Check the column at right that best fits your judgment about our discussion.

Let's Ask Ourselves	No	Some	Yes
1. We discussed <u>issues</u> , not merely facts.			
2. We discussed <u>only</u> such issues that were real to us.			
3. We were successful when we were thinking forward toward clarification, agreement, and action.			
4. We made summaries and now and then took stock of how we worked in order to know we were going forward and how well we were doing the job.			
5. We learned certain skills of thinking together that we were able to use in other daily situations.			

Brainstorming

Just as discussion is a way for a group to clarify its ideas and feelings about issues, so is brainstorming a way for a group to manufacture new ideas. By using brainstorming, a group can produce some highly creative ideas. How is it done?

There are certain conditions that are conducive to the production of quantities of ideas--which is what we get when we brainstorm. These conditions are:

- * The participant should think of it as fun. Eventually, the girls will consider it a privilege to be a member of a brainstorming panel.
- * Only those girls who want to participate should.
- * The ideas should flow as fast as it is possible for one or two secretaries to write them down.
- * There should be no evaluation of any ideas during a brainstorming session.

With these essentials in mind, let's see how we could conduct a brainstorming session. When a problem arises that seems to call for a great variety of ideas, such as "What can we do for the one-and-only money making project for the year," this is a good time to apply brainstorming. Choose some FHA girls for the panel, but choose some outsiders, too--perhaps a parent, another teacher, an interested town person, one or two boys. You can see that a variety of people may produce ideas that would not be forthcoming from a homogenous group. Probably 12 to 15 is a good number for a panel. Push a couple of tables together so the panel members can sit along one side and either end. The leader sits on the opposite side. Be sure to provide everyone in the audience with pencil and paper before the session begins so they can jot down ideas.

Introduce the problem. The problem itself should be narrow enough so ideas can be direct and specific. For example, if we narrow down the money making problem, we could say, "As a chapter, what can we do to make \$100 in one money-making project?" Now it is clear that all of the members can help, \$100 is the goal, and there is to be one project. The problem should be on a chalkboard where the panel members can see it, and it should be discussed until the leader is sure that everyone understands it.

A warm-up session limbers the members. A simple problem to brainstorm is, "Think of as many ways as possible to use this tomato juice can." Bring a tomato juice can and set it on the table. Let the panel "ideate" for 4 or 5 minutes, then cut and ask them if they are ready for the real problem. They may wish to continue on the present problem a bit longer.

A briefing on rules is comforting to the panel.

- * Produce as many ideas as possible.
- * Anything goes--all ideas are accepted.
- * There will be no evaluation of ideas.
- * When a panel member hears an idea he would like to add to, he snaps his fingers and says, "hitch hike," and gives his contribution.
- * The secretary will take down all ideas, crazy or not.

The leader plays an important part in a brainstorming session.

- * By repeating, he sees that the secretary gets all of the hitch hike ideas.

- * Panel members can be spurred by questions from the leader, such as:

"Who should do it?"
 "Where should it be done?"
 "When should it be done?"
 "How should it be done?"
 "What else?"
 "Could this be done another way?"
 "What other ideas does this suggest?"
 "How could this be altered?"
 "How could this be given more appeal?"
 "How could it be made bigger?"
 "What if it were smaller?"
 "Could we split this up?"
 "What if the order were changed?"
 "What would happen if we did this first?"
 "Could we add anything to it?"

- * Let the panel use silences for thinking. Sometimes a panel may seem to have spent itself, and the leader may want to call it quits. But a few moments of silence is good for thinking. Some of the best ideas may come after one of the periods of silence. The leader might say, "Let's get ten more ideas before we quit."
- * The leader must watch the time. A period of between 45 and 60 minutes is suitable for a brainstorming session.

After the session is over, an FHA committee should be appointed to "process" the ideas. Now we start evaluating the ideas. One idea for evaluation is to triple-space type the panel ideas and tack this list on the bulletin board. Let FHA members check what they consider the 3 best ideas. With such direction from the members, the committee can then screen the ideas and prepare a final report to submit to the total group for discussion and decision.

The informal meeting

In an article, "Move Over, Mr. Robert," Malcolm Knowles points out that Robert's Rules of Order served a purpose once, but that they are obsolete now since we have discovered some things about groups. Mr. Robert made authoritative rules, assuming that groups were incapable of figuring out better methods of doing business. We know now that groups can work out their own procedures. Another assumption of Mr. Robert's was that people think better in a formal atmosphere. The opposite has been found to be true. Also by constant voting, which is necessary when we follow the Rules, a group is easily divided, and conflicting feelings instead of group feelings reign. Finally, the whole philosophy of parliamentary procedure is out of line with democratic practices. This issue of the Illinois Teacher is based on the ideas that groups can be self-directive, and that meetings can be informal. We would like to offer some additional specific ideas for informal meetings.

Reports can be minimized. How many times have all teachers remained during the business portion of a conference? If it's possible for people to leave, only a few stay. Even though members can't leave during an FHA meeting, the thoughts are probably in other places when business is being reported. So why give detailed reports when no one is going to listen to them? True, the written reports should be kept on file, but help the members devise quick and interesting methods for reporting to the entire group. For example:

- * A treasurer's report can be dittoed twice a year and given to each member.
- * A budget can be copied on the blackboard for everyone to see.
- * A committee's progress report can be made into a clever bulletin board.
- * A vice-president of projects could give an annual report, showing colored slides that she has taken of the year's projects.
- * A year-end public relations report could be news articles and pictures on display.
- * The reports for the month could be made into an interesting arrangement and put into the display case.

The point is, that if a report is made appealing, the members will look at it. Also, they will have time to absorb it, if it is presented outside a meeting crowded for time.

Keep voting to a minimum. A skillful leader will try to get as much agreement on an issue as possible before calling for a vote. She works with the group to get a consensus--a meeting of minds. This is why skill in leading discussion is a necessary requirement for leadership. Officers and chairmen must recognize that decisions on issues will not always be black or white. There will have to be compromises. After a group has learned to discuss an issue and has reached consensus, a great feeling of cohesiveness will take over. From there on, further decisions will be easier to make.

If the chapter doesn't want to dispense entirely with voting on routine business matters, this could be done by the officers when they have executive meetings. Such business as approval of minutes and the treasurer's report are routine and can be done by a minority. All issues should be discussed by the entire group.

Sensitivity

Sensitivity or having the personal radar in good working condition is a quality which we find only in outstanding democratic leaders. Sensitivity is the ability of a person to pick up clues from people so that he knows how they really feel about an issue. Sometimes we try

to cover our real feelings in a meeting. We say one thing but are feeling another way. A sensitive leader can detect these feelings. He then helps us to express these feelings. This is important in democratic living.

Sensitivity is thought to be so important these days that there are whole courses and work shops devoted to training for sensitivity. Such an undertaking would be impractical for Future Homemaker chapters, but for the members who are really interested, it might be possible to set up a simple program of sensitivity training. An interested group of FHA members (not more than 7 or 8) could be appointed to a standing committee. Thus the committee could meet all through the year. Learning sensitivity takes time, and the group would need to work all year. This committee would have two goals--one, to accomplish the task assigned to it by the FHA chapter and two, to increase the sensitivity of each of its members. As the committee met to discuss its work, it would simultaneously work on sensitivity.

How to do it

- * Seating is important. Sit facing each other around a table or arrange chairs in a circle.
- * One of the first aids to learning sensitivity is that status symbols be removed. That means that we have no chairman. All members are of equal status.
- * At the first session, the girls could concentrate on one factor for increasing sensitivity--asking for clarification of words. Teen-agers are often inarticulate, but they can help each other express themselves better by asking, "Will you explain that," or "What do you mean," or "I don't understand that," or "What does that word mean?" Of course, this seems to slow the pace of the meeting, but you'll be surprised at how the contributors will start being more careful in choice of words. They will soon make great efforts to clarify meanings.
- * Another facet of sensitivity is expressing feelings. Example: Mary suggests that Helen would be a good state conference delegate for next year. Ann knows that Mary and Helen are good friends and wonders if this is a "railroad." Instead of being quiet about this, she may say what she is thinking. Or she may go about it in a different manner. She may say, "Before we suggest nominees, let's list qualities for a state conference delegate. Later though, she should say something to Mary about how she felt. If a girl in the group feels that one of the members is not expressing true feelings, she may ask, "How do you really feel about this, Jane?"
- * A more subtle phase of sensitivity training is learning to reflect feelings. This means that a person's feelings, as they are being expressed, will be reflected back to her by another member. It is as if she sees her feelings in a mirror.

For example, Mary says, "I don't see why we have to have boys at this party. They are so noisy." Jane reflects Mary's feelings by saying, "What you really mean is that you feel uncomfortable with boys around at a party." Mary replies, "Yes, it is true that I am self-conscious around boys." The teacher-adviser can use Carl Rogers' "Client-centered Therapy" to help the group through this phase. It is true that some emotional upsets can come as a result of expressing and reflecting feelings, and the girls should understand this before this phase of sensitivity training is undertaken. All of the girls in the group should discuss this process carefully before undertaking it. But if they really want to learn something about themselves and others, this is a way.

- * Another phase of sensitivity training is learning to interpret unusual behavior. For example, one girl might talk a lot and dominate the group. The group could help to decide why she feels this need to dominate. If several sessions are tape recorded, the girls could listen to them and look for patterns of unusual behavior such as domination of the group. A counselor could be called in as a resource person to help with this session.
- * Learn to look for non-verbal clues about feelings. Tapping hands and feet may represent impatience; a rigid posture may show a determined attitude. An emphatic statement may indicate anger or insecurity. One session may be spent trying to identify and verbalize such clues.
- * The better a girl understands herself, probably the more sensitive she will be to others. Really interested girls will want to read books and articles that will help them understand themselves better. Two that we suggest are: "Understanding Yourself" and "Getting Along With Others," Science Research Associates, Inc., 57 W. Grand Ave., Chicago, Illinois, 60 cents each. If there is a guidance counselor in your school, he should be a good resource person for sensitivity training.

Replace the constitution with policies

Just as formal meetings are being replaced by informal meetings, and voting is being replaced by consensus; so are rigid constitutions being replaced by policies utilized in democratic situations. As you can see, a constitution either holds an organization to rigid rules, or a lot of time is consumed in the mechanics of changing a constitution. More informal rules are called policies. They are not only developed by the entire organization, but a policy can easily be changed without a lot of formal procedures. If an FHA chapter decides to develop a set of policies, the following suggestions might be of assistance:

- * Let a policy committee first develop and present some policies in regard to routine matters, such as meeting place, meeting time, and officer qualifications. For example, if at all possible the meeting room for the X chapter of Future Homemakers of America should be one where the seating arrangement will be conducive to informal group discussion. The meeting time for the X chapter of Future Homemakers of America will be within the school day at a period when a majority or all of the members will be available.
- * Present policies to the total membership. If they are dittoed and given to members before a meeting, there will be time to think about them before they are discussed in the meeting.
- * After routine policies are adopted, type each policy on a 3-by-5 card and place in a file box. The policies file should be kept in a place where it will be conveniently available to members. Think through headings for the file such as, Reports, Election of Officers, Meeting Place, Meeting Time, Decision Making.
- * During the year, as decisions are made, the policy committee can develop an additional list of policies that can be discussed at the end of the year. Be sure that all new members are acquainted with policies.
- * One important point is to keep policies at a minimum. Take several years to develop policies rather than make quick decisions about them and reject them later.

The section meeting

In Illinois the total membership of each chapter has an opportunity to participate in section meetings. The interest and productivity of members can be strengthened if there is real opportunity for involvement at section meetings. So another task of the teacher-adviser is to transfer the principles for group dynamics from the local chapter to the section meetings. This means that involvement starts with planning and ends with evaluation.

- * One of the secrets for getting every section member involved is early planning. If the section meeting is in the fall, start the planning in the spring before school is out. The section planning committee needs to do pre-planning even before questionnaires are sent.
- * If planning questionnaires are sent to chapters, be sure they are sent early enough so the chapters will have time to meet with members before filling in the questionnaires. Some questions that might be included in such a questionnaire are:

1. List 3 topics for speeches in which your members would be very interested.

2. If we have discussion after a speech, how would you suggest that it be handled?

☐ A. Divide into groups of 20 and go to small rooms for discussion.

☐ B. Divide the audience into groups, and ask each group to prepare 2 questions for the speaker. A ten-minute break can be taken immediately after speech in order to prepare the questions.

☐ C. Have 3 microphones on the floor, and let girls volunteer to ask questions spontaneously.

3. Would you rather have:

☐ A. A style show in which chapter representatives model clothes they have made.

☐ B. Let a resource person discuss a basic wardrobe for high school girls, and have one member from each chapter model one garment of a basic wardrobe.

4. Would you prefer to:

☐ A. See a film on family life.

☐ B. Hear a panel discuss, "Parent Teen-age Conflicts."

5. Which meal arrangement do you favor:

☐ A. A 50¢ lunch of hamburger, cole slaw, potato chips and milk in the school cafeteria.

☐ B. Bring your own sack lunch.

* All of the chapter teacher-advisers should be alerted to explain to their FHA members that the section meetings will involve participation. The girls should be prepared to work as well as to enjoy themselves.

* For evaluation of a section meeting, the audience could be divided into groups and each group could evaluate one phase of the program. One group might evaluate the speaker, another the discussion following the speech, another the style show, etc. Following is a sample evaluation sheet that has been used in section meetings.

Section Meeting Evaluation of Speech

1. The speaker was:

☐ excellent
☐ good

☐ fair
☐ poor

2. Give two good points:

3. Give two weaknesses:

4. Give two suggestions for improvements:

Future Homemakers in Large Cities

A recent survey of chapters in large cities was made by the National FHA Headquarters. A summary of the survey contains some findings which may be of interest to advisers in any school district where there is more than one FHA chapter. The particular information we have cited contains some ideas for strengthening a total city-wide FHA program.

The cities included in the survey were:

Atlanta, Georgia	11 chapters
Chicago, Illinois	2 chapters
Cincinnati, Ohio	1 chapter
Detroit, Michigan	1 chapter
Indianapolis, Indiana	1 chapter
Kansas City, Missouri	3 chapters
Memphis, Tennessee	14 chapters
New Orleans, Louisiana	3 chapters
New York, New York	2 chapters
Portland, Oregon	5 chapters

Some procedures used to get city chapters started

- * City-wide rallies were held to encourage teachers to sponsor chapters.
- * Representative from the national FHA headquarters discussed FHA at a teacher's meeting.
- * The state adviser talked to department heads, and supervisor circulated state and national FHA materials.
- * The teachers took responsibility for organizing chapters.
- * Some girls working on state degrees helped to recruit chapters.
- * Officers of established chapters visited other schools to help them organize chapters.

Kinds of help the city supervisors give local chapters

- * Keep informed about the program, its objectives and philosophy, so that they can discuss it with others.
- * Encourage participation by all chapters and advisers.
- * Meet with classes and advise the teachers about FHA.
- * Work with new home economics department heads to acquaint them with the opportunities in the FHA program.
- * Advise the area council and attend all council meetings.
- * Assist members and officers in the planning and preparation of programs, workshops, and FHA materials.
- * Give publicity to FHA advisers in the quarterly bulletin.

- * Organize transportation and make hotel reservations for delegates to attend state meetings.
- * Attend and participate in special FHA activities.

How do city chapters work together?

- * At one time New York City had a city-wide adviser and an adviser for each of the five boroughs. There were meetings and planned activities.
- * Memphis sub-district has officers from each of the senior high schools. They often meet in the office of the city supervisor for planning sessions.
- * Atlanta has an area-wide council with regular meetings and joint projects. Atlanta and Fulton County chapters affiliate with the council for a membership fee of one dollar.
- * New Orleans chapters are in the process of organizing on a city-wide basis.

Reported strengths of city chapters

- * Chapters are providing leadership training.
- * Chapters are promoting a greater interest in homemaking and recruiting future workers in the field of home economics.
- * The schools in which FHA is integrated into the daily programs have especially strong chapters.

How Can We Help Members Grow?

It is true, that even though the teacher-adviser is enthusiastic and believes in democratic procedures, there may be real resistance by the FHA members to actually practicing democratic methods. The FHAers may say they believe in democracy, but when they work they use the old authoritarian methods. There is inconsistency between what they say they believe and their behavior. This is a real dilemma and would cause concern to any conscientious and honest teacher. Since she does not believe in wielding the big stick, is there anyway to help them change? We believe there is, although it may be a slow process.

The first step in guiding a group to change its behavior is to help them recognize that there is a problem. The teacher-adviser will know that there is a problem when the work is left undone, members are hostile, membership drops, and possibly other manifestations.

Either discuss the problems with the total group or with representatives of the group. This will take several sessions. At first just listen. They will have plenty to say, but saying it is a catharsis that is needed before they can think objectively.

When they are ready to discuss the problems objectively, guide them in defining problem areas. They may discover that all of the problems fall into one or two areas. With this accomplished, they will have just finished the first step in action research, which is one

way of helping people change. According to Ronald Lippitt, in terms of human relations, action research is a procedure to discover inconsistent attitudes and behavior and to encourage changes in the behavior of an inconsistent individual or group.

Example: The New Haven FHA Chapter members, of which there are 25, had five sessions to get all of their gripes out in the open. Miss Jones, the teacher-adviser, suggested that now they were ready to see what their problems really were. After discussing, "what was not accomplished and who did not work," they decided that there might be just one problem area--that the girls did not know how to work well together.

Now help the group define specific problems within the problem area. They can break off one tiny problem and plan to work on it. By this time they should be able to decide which tiny problem they think is causing the most trouble. Thus, the second phase of action research is accomplished.

Example: After the New Haven members discovered that they did not know how to work well together, they broke this problem into smaller ones. They listed these: Officers do too much of the work, committee chairmen are so "bossy" that no one wants to work with them, members are not informed of progress of committees. They decided that a good place to start would be with helping committee chairmen work better with committee members. Since officers were ex-officio committee members, they could be included in this experiment, too.

Since the members will be involved up to this point, they can probably make some guesses as to why this is a problem. These guesses are called hypotheses and formulating them is the next step in action research.

Example: The New Haven FHA members ventured a guess about why the behavior of their committee chairmen did not elicit productiveness from the FHA members. They guessed that, when a chairman is "bossy," the members do not want to work with her. They then asked, if this is true, what would help members work together so they could accomplish tasks. Miss Jones suggested that they recall some of their past discussions on working in groups and list some leader methods that are supposed to help people work together well. After quite an extensive discussion, they decided that groups accomplished work when the leader made everyone in the group feel free to and responsible for suggesting ideas and making decisions. Miss Jones explained to the girls that this method is called the non-directive method of leadership. Then they wrote their "guess" on the chalkboard, "More work can be accomplished in a committee when the chairman is non-directive than when the chairman is "bossy."

The next step in action research is to find out if there is proof that these guesses are true. In other words, "How can we test the hypothesis?" At this point it will be up to the teacher-adviser to step in and give the group some suggestions for ways of testing.

Example: Miss Jones told the girls that she had thought of two ways to test this guess. One, she would help them role play a situation where a committee chairman was "bossy" and they could find out from this role playing how the committee members felt toward the chairman. If they felt hostile, they could be sure that not too much work would get done. Then they would role play the same situation with a non-directive chairman and see how the committee members felt. The second way would be to train several committee members in non-directive methods for conducting a meeting. Then they could check on two sets of committees as they worked throughout the year--those with "bossy" chairmen and those with non-directive chairmen. If the committees with non-directive chairmen accomplished more and better work in a cooperative spirit, this would probably tell them that their "guess" was true. The girls decided to use the first method because they would be able to see some results real soon.

The next step is collecting evidence. This, too, must be supervised by a resource person or the morale of the group can easily tumble. It is surprising that at this point, some attitudes may change.

Example: Miss Jones helped the members choose a time for their experiment when they could be relaxed. She thought this was important, since attitudes were involved. First, the group set up the situation in which a committee would be working with a "bossy" chairman. Since Miss Jones did not want any of the girls to be identified during this experiment as "bossy" she took the role of the "bossy" chairman. After role playing for about ten minutes, they stopped to discuss what had happened. One committee member had gotten mad and left the meeting, another was not paying any attention, and the third one tried hard to make some suggestions, but the chairman did not pay any attention to her. After some discussion, they decided to role play the same situation with a non-directive chairman. This time, also, Miss Jones played the chairman because she wanted to be sure the members would see true non-directive leader behavior. There was also an analysis after this, and the girls in the committee expressed how they felt differently in this situation from the first situation. In ten minutes the committee had started to make some plans, whereas they had not in the first situation.

After the data has been collected, it will have more meaning if it is interpreted to the group.

Example: Miss Jones asked, "After you have seen two different types of chairman, do you think your "guess" was right? The girls agreed that it was. Then Miss Jones added, "Let's think about what this means for us in working with committees. One meaning may be that we must think about the way we work with our committees as well as what we must get done." One of the members suggested that perhaps the reason the chairmen were being so "bossy" was that they really did not know how to be non-directive. Another girl asked, "Couldn't we do some more role playing so we could learn to be non-directive?" Another said that perhaps when a committee is working an observer could watch the way the members work and they could discuss this afterward. Other implications were offered.

After the "guesses" have been accepted or rejected, there may be reason to go through the process again. This is called retesting the hypothesis and is the last phase of action research.

Example: Since the New Haven girls had proof of their guess, there would be no reason for them to retest.

Sometimes more than a new insight is needed to change behavior. People discover that their new tools are awkward to use. Help the group practice using the new tools through role-playing, where the methods and results are not for keeps. This practice will help the members gain confidence in using their new found tools.

The challenge

In a recent unpublished doctoral thesis by Evelyn Rouner, University of Illinois, she reports that 96% of home economics enrollees in Illinois high schools were participating in extra-class activities, but that only 35% were having leadership experience. Half of the enrollees with IQ of 115 and above held leadership positions, but only 20% of the enrollees with an IQ of 99 and below. The challenge from this study is--how can we discover ways by which leadership experience may be gained by girls of every level of IQ, since adults tend to choose their leaders from their own kind. This appears to be an area for research that is of critical, sociological importance.

Informal studies might be well made immediately by local teacher-advisers without waiting to hear the results from more comprehensive research. Any teacher-adviser can collect evidence on such questions as the following, and adjust her practices in light of the clues she receives.

What percentage of high IQ members are experiencing leadership and what percentage of members with an IQ of 99 and below? How do their leaderships compare?

What leadership responsibilities now carried by the members with an IQ of 115 and above are possible for the lower group, if given extra guidance and practice?

What methods for stimulating a desire for leadership experience in FHA are the most effective?

What methods for developing continued responsibility in leadership positions (especially after the Yearbook copy has been accepted) are the most effective?

What evidence that FHA leadership carries over to the adult lives of former members can be secured?

Where can further help be obtained?

One of the best sources for getting more ideas on integration is probably tucked away in your homemaking files. It is a blue bulletin from the State Department of Vocational Education, Springfield, entitled Future Homemakers of America, An Integral Part of the Homemaking Program. Remember that a new state and national program of work for FHA has come into existence since the bulletin was developed. But the techniques for coordinating the program are still the same.

You should also find in your files past issues of a printed publication from the Springfield office. Every Illinois chapter receives free two issues yearly of The Illinois Future Homemaker. If you are beginning in a new position, you can learn much about the local FHA through records of past activities in your own files, and in that of the FHA.

"The Toymaker," a film recommended on page 6, is fifteen minutes in length and in black and white. It can be rented for up to five days of use for \$3.15 rental charge plus about fifteen cents for return postage from the Audio Visual Aids Center of the University of Illinois. When planning such programs on human relations, you would also do well to check on your local chapter of B'nai B'rith, since these chapters are often equipped to offer many publications and films such as "The Toymaker."

Look in your school or FHA files for seven pamphlets from the FHA Headquarters in Washington, plus back issues of Teen Times, a quarterly magazine free to chapters affiliated with the national organization. If the pamphlets are not to be found, write to the address below for a complete list with prices. Or send a check for \$1.78, which will pay for immediate delivery for all seven pamphlets.

Future Homemakers of America
Office of Education
Department of Health, Education, and Welfare
Washington 25, D. C.

THINKING--A PREVIEW AND A PROMISE

Letitia Walsh
University of Illinois

Did you know that many school systems in Illinois last spring made plans to devote staff study and experimentation all this coming year to the development of thinking in students? Well, we didn't either until recently requests from our subscribers began to pour in to our office!

"Won't you please include in the 1959-60 issues of the Illinois Teacher lots of help on how to teach students to think?" wrote these teachers. "We have been told that next year our entire faculty will be expected to work on this problem--and all we seem to recall on the subject are Dewey's "steps in thinking." Somehow that idealized picture of logical thought seems a far cry from the haphazard way minds work in home economics classrooms!" A few teachers even reported that tests on critical thinking had been given to their students, and that results had been disappointing.

The following presentation is a brief attempt to answer our subscribers' most urgent questions, within the limits of our own reading and experience. Certainly teaching the ability to think is a major part of this year's over-all theme, "increasing the challenge of home economics instruction." Moreover, authors of all of our feature articles will try to include practical examples of teaching and testing thinking. That is a promise. Now for the preview!

Question: Why all this excitement about teaching thinking right now?

Answer: "The American public hates to think" until very recently had been accepted as a cynical but, at least, half truth. But not since Sputnik days! The ability to think has now become generally recognized as of supreme importance to the welfare of our nation.

Question: Have not citizens been justified in assuming that, of course, students in public schools have learned to think?

Answer: An activity as many-sided and intangible as thinking has proved to be very difficult to study under controlled conditions. Growth in thinking is equally difficult to measure. Consequently, even the most dedicated "quality" teachers have had relatively little research to guide them in teaching and testing the fine art of thinking.

Question: Are vocational as well as academic teachers expected to develop students' ability to think?

Answer: Of course! Learning experiences in any school laboratory--science, industrial arts, home economics, art--can provide tangible evidence through which even the slow learner can grow in, for example, understanding cause-and-effect relationships, one of the vital aspects of thinking. Note, however, that word "can." Laboratory experiences do not guarantee such growth in reasoning power.

Question: How can we find time in our already crowded program for another "extra?"

Answer: While "extra" may not be quite the word to describe what should be an integral part of all teaching, we appreciate your frustration about time! Out of what amounts to a social revolution in society--hence, in education--has come the necessity for me, for you, and for every other teacher of home economics to re-assess our use of school time and money in terms of today's demands. For thinking just doesn't come naturally or quickly!

Question: Aren't there different kinds of thinking?

Answer: There are, indeed. Authorities in this area have not quite reached agreement on the classification and terminology so, for our purposes, we shall take the liberty of selection among the authorities. Obviously, a systematic account of a person's thinking cannot be broken down into isolated units without some overlap of elements common to different types of thinking. However, let's explore some suggested types in terms of a class about to construct a garment.

Perceptual thinking is the process most stimulated by environmental conditions and least directed toward a definite conclusion. When students in the clothing class leaf through the new fashion books, the majority will be largely involved in perceptual thinking. Such sense perceptions are often the initial stage in thinking but usually merge quickly into a less routine procedure.

Associative thinking exhibits more direction but still in a relatively simple situation. When students begin to compare skirt lengths, neck treatments, and sleeve styles with those of last winter, they are doing associative thinking. While not directed toward a definite conclusion, this type of thinking goes beyond mere observation into a certain amount of selective recall, classification, and comparison.

Inductive-deductive thinking utilizes two opposite forms of reasoning toward the formulation of ideas, but Tyler suggests that these are not really separate and distinct processes but are rather different parts of the same process. This type of thinking is somewhat more directed in character than the two previous types because it exhibits more inter-relationship and a more definite conclusion.

For instance, let us suppose that Mary, in the clothing class, has received a gift of a length of plaid material bearing a label that not only states that orlon and rayon fibers compose the fabric but also offers detailed information on how to handle and care for this fabric. To a student who has been taught the value and dependability of such labels on fabrics, acceptance of this information is immediate. Much knowledge is of this deductive sort. Even so, Mary had to make a judgment on the worth of labels, in terms of a previously warranted conclusion, to identify the facts pertinent to her situation, to understand the meaning of the words and phrases used on the label, and ultimately to apply the information to her garment.

Inductive-deductive teaching is usually more time-consuming than straight deduction. In inductive-deductive teaching, Mary would be given the opportunity to experiment, to discover, to generalize a "rule" or concept, and then to apply the conclusion to her garment. For example, Mary can find no information in print that would serve to guide her in selecting a design most appropriate to plaid. Her teacher suggests that she make some rough sketches of patterns that appeal to her, then draw on each a miniature plaid design resembling her own material. At first she simply discovers that some look better than others. Eventually, probably through some questions from the teacher, she recognizes the relationship between like lines, and formulates the concept that "distinctly straight lines usually combine most harmoniously with other straight line designs." In applying this generalization to her own situation, Mary reduces her choice of patterns in the fashion book to those designs with simple, straight lines. In making this application, she is now thinking deductively from the general to the particular, thus "rounding out" the total process of inductive-deductive thinking.

Problem-solving thinking exhibits a very definite direction and an increasingly complicated organization. Often the total process of inductive-deductive thinking, as in the example of Mary's selection of a straight line design, actually embodies problem solving. But merely reading and accepting the textile information on the label involves only deduction, a type of thinking very common and useful in everyday living but lacking the potentialities offered by problem solving experiences for developing students' ability to think.

Every authority seems to list slightly different essentials for problem-solving thinking. Basically, a problem solver must have identified a definite problem; felt a need for assembling pertinent facts, objects, and feelings; evolved some tentative ideas for a solution; and reached a conclusion which appears worth trying. In real life, such thinking is seldom so straight-line a process nor so orderly a procedure.

Let's, for example, look at Joan, another student in the clothing class, trying to solve a problem of urgent importance to her. Joan, casually comparing her yardage with that of her friends (associative thinking), learns that she has considerably less material than do the others (identification of problem). Here are the steps taken by Joan to solve her problem. All of the essentials for problem solving appear, but reality is rarely as neat as theory!

Joan dashes over to the store where her material was purchased but finds the supply exhausted with no more available (acts upon a sudden hunch or insight that might prove to be a solution to her problem).

Mother and daughter, conferring together on the yardage originally intended for a dress, discover from newspaper advertisements that jumpers are high style for teen-agers this year. (assemble pertinent facts).

Next day in class Joan locates all the patterns for jumpers in the fashion book (classification).

Joan lists the yardage required for each pattern, interpreting it in accordance with the width of her own material (identification and interpretation of facts).

She eliminates those patterns requiring more material than she has (discrimination, elimination).

She compares the style features in the remaining patterns, asking herself these questions:

Is the style appropriate to my material? (seeing relationships)
 Is the style likely to be becoming to me? " "
 Is it suited to my skill in construction? " "

She weighs the relative importance to herself of these three factors, as they appear to be represented in each pattern at various levels of desirability (clarifying and weighing values).

She makes a tentative choice, subject to further conferring with her teacher, her mother, and, last but far from least, her friends (reaches a conclusion which appears worth trying).

Critical thinking is variously defined by different authorities on thinking. Russell's definition seems to fit many of our situations in home economics particularly well. He states that "critical thinking is the process of examining both concrete and verbal materials in the light of related objective evidence, comparing the objective or statement with some norm or standard, and concluding or acting upon the judgment then made." Home economists have interpreted this to mean, for example, that when the jumper skirt was ready for hemming, a student would go through the following steps in purposeful thinking and acting.

Listen to and watch a teacher's demonstration on hemming.
 Relate teacher's procedures to similar printed directions for later reference.
 Examine teacher's graded models for analysis of difficulties.
 Do a limited amount of hemming, then compare with teacher's models.
 Draw conclusions concerning changes necessary to more nearly achieve a desirable standard.
 Make such improvements in her own hemming as her level of skill may permit and her drive for success encourage.

Creative thinking is usually associated with the occurrence of new relationships discovered by an individual, new hunches or insights in observation or problem solving. Contrary to popular opinion, such new ideas may be but need not be in the aesthetic aspects of life.

For example, Joan may appear in class with a colored braid for binding on her jumper. In terms of art principles the color may be unorthodox--but completely charming on her particular garment. Creative thinking also is in evidence when a student encounters serious difficulties in trying to pin all the pieces of her pattern on the fabric available. Again and again she rearranges in what seems to be merely trial and error. Suddenly her search for understanding the inner relations in her problem situation pays dividends; somehow a "great light dawns." And what has seemed to be impossible is accomplished!

Question: Am I to understand from these examples that emotions enter into thinking? I had thought of thinking as exclusively a mental or intellectual process.

Answer: That was the traditional idea about thinking. Modern knowledge, however, supports the belief that personal needs guide the formation of everyone's immediate sensory percepts, memories, and images from past experience, and the more or less generalized concepts which he may have acquired over the years. This helps to explain what the beginning teacher observes at once and to her dismay! Individual learnings from the very same presentation vary widely.

For example, a teacher may explain that pre-schoolers in a play group should be told "we walk in a schoolroom" in order to avoid troubling other classes with noise. Of course, she says "we walk in a schoolroom" in a calm, quiet voice. But how do her students say it in the real play school? Timidly, belligerently, with giggles, with irritation, in a whisper, in a shout--yet all using the very same words! Why? Because of their previous experiences with little children which may have been good, bad, or indifferent.

Obviously, certain concomitant learnings in the form of attitudes have emerged in each student as a result of her experiences with children. On every hand there exists evidence for what Murphy calls "the molding of perception, memory or thought in the drive-satisfying direction," for the conclusion that people do not normally have a purely intellectual approach to everyday problems. Allport defines an attitude as a "mental and neural state of readiness, organized through experience, exerting a directive and dynamic influence upon the individual's response to all objects and situations with which it is related." He states unequivocally "Attitudes determine for each individual what he will see and hear, what he will think, and what he will do." Values, so omnipresent in the teaching of home-making and family living, are rather permanent attitudinal patterns acquired from the social environment of each individual.

Recent research, therefore, suggests that emotions, values, attitudes in various forms should be considered parts of the process of thinking. To the teacher's responsibility for teaching the intellectual content of home economics must be added the necessity for helping individuals to recognize, clarify, and understand ways of coping with their emotions, attitudes, and values.

For example, the student who shouts in rough irritation at children in the play school may not hear herself as any different from others. Why? Because she has acquired from her neighborhood that habitual attitude. But attitudes are learned; hence, attitudes can be changed through later learning in a drive-satisfying direction. Much change can be made by individuals, as we know, if they are helped to really see and hear themselves, to figure out why they are that way, and to change gradually in the direction they desire.

Question: Do teachers in other areas of subject matter have to contend with this dual responsibility in order to bring about learning?

Answer: Did you notice the various processes of thinking in the answer on "different kinds of thinking" on pages 44-46? These processes will be illustrated in our 1959-60 issues on teaching clothing, foods, housing,

family life, etc. You will find some being emphasized in one area, others in another. But all will undoubtedly involve attitudes and values as well as percepts and concepts.

This is in accordance with the conclusion from a recent research project in Illinois. In order to provide adequate research controls, classes in the experimental and control schools were limited to science, mathematics, social studies, and English. Principles of semantics, logic, and scientific method were systematically taught and applied in the experimental classes. Results were measured by pre- and end-tests on critical thinking. In the mathematics and science classes, this deliberate teaching of semantics, logic, and the scientific method brought about marked improvement in the experimental classes over the control groups. However, this was not true in the classes in social studies and literature where values clearly entered into the picture.

Previously it has been generally believed that one content subject is just as effective as another in the development of thinking abilities. This Illinois study suggests that each major field of study has its own characteristic features which call into play critical skills not ordinarily evoked by other fields. Such a conclusion challenges all fields to explore the "characteristic features" that may make a special contribution to the development of thinking ability in students.

Question: I have already used with my students William Shanner's pamphlet, A Guide to Logical Thinking, published by Science Research Associates for 60 cents in 1954. I have tried to do what I could to develop an understanding of the scientific method through some experiments in foods classes. But this idea of "semantics" being important is new to me. Does it, too, apply to home economics?

Answer: The closest possible relationship has been found to exist between thinking and language. Perhaps we in home economics have been inclined to minimize its importance because both teachers and students can do so much "showing" with tangible objects. At the risk of appearing unduly "fussy," why not try some of the suggestions in forthcoming issues that seek to emphasize the precise meaning of words and phrases to see if such emphasis seems to improve students' thinking?

Question: Is it really necessary for home economics teachers to concern themselves with developing thinking ability? All this seems so complicated and difficult, and we have our own personal problems, too! Why should we have to struggle to learn what was certainly never taught to us in high school or even in college?

Answer: Most teachers in every field have these reactions at first. Today's world is changing so rapidly that all fields are affected. Family problems have become especially complex and difficult. And what field except home economics concerns itself with the welfare of women and children and homes? All of us can only grow gradually toward an understanding of and ability in thinking. You will be able to see in our articles how slowly and painfully we, too, are making changes in our ideas and our actions. Less, we dare not do!

ILLINOIS TEACHER

HOME ECONOMICS
EDUCATION

UNIVERSITY OF ILLINOIS



Star Feature

TEACHING CLOTHING SELECTION

	Page
But Students Wish Only to Sew . .	49
How Can We Change This Attitude?.	59
Not Either-Or but <u>And</u>	63
What Are the Difficulties in Teaching Clothing Selection? . . .	64
How Can We Overcome These Difficulties?	66
Keeping Up To Date in Nutrition .	99

URBANA ○
ILLINOIS

Vol. III

No. 2

THE NEW YORK PUBLIC LIBRARY



ASTOR LENOX TILDEN FOUNDATION

1234567890

1234567890

1234567890

1234567890

1234567890

1234567890

1234567890

1234567890

1234567890

1234567890

THE CHALLENGE OF TEACHING CLOTHING SELECTION

Alice Yamamoto Hirotsu, Whittier, California
Betty Johnson Church, University of Illinois

Almost every high school student, asked what she learned in Clothing, will reply something like this, "Oh, I made a skirt and a blouse and a dress." Although the girl may beam as she says this, doesn't such an answer make you vaguely uncomfortable? Perhaps it should!

If you hastily remind your former student of how the class considered choice of fabric before beginning each project, and the fact that at the end comparisons were made between the costs of ready-made and school-made garments, she, in turn, looks vague. Apparently "integrated" subject matter tends to become "incidental" learning, too easily forgotten.

But Students Wish Only to Sew

Observation of almost any teacher-student planning session provides ample evidence of the general truth of this statement. Should we teachers, however, not ask ourselves, "How did they get that way?" Have home economics teachers, on the whole and the country over, given the public a basis for the stereotype of sewing as representing the major value of instruction in clothing? Parents are impressed by style shows of the many garments completed; students are impressed with the weeks of class time when they sewed. Barkley and Whiteford found that both the boys and girls in Illinois high schools and their school administrators held the almost uniform stereotype that a home economics teacher was a friendly, motherly woman who could cook and sew.

Two sides to the picture

"What is the matter with that?" you are asking. Empathy is highly regarded in an instructor, and certainly a homemaking teacher must herself have the skills that she is teaching or students will not respect her. Granted! If only that had been the total picture held by the Illinois folk! Unfortunately, they added to their stereotype a tendency for us to be non-academic in our interests and not intellectually alert. These studies were made in 1955. Do you think that, if they were to be repeated today, similar results would be obtained? We surely hope not!

Do we actually have any grounds for such a hope? Indeed, we do! No teacher can possibly have missed the criticism in the public press and even perhaps in her own community that our schools have become "soft" and are failing to develop in students the ability to do the kind of rigorous thinking that the new Space Age demands. Unfair some of these public criticisms undoubtedly are. But never unimportant! Surely every home economics teacher has encountered some more-or-less open questioning of her field.

How one teacher met student criticism

Shortly after Sputnik, Miss S_____ realized that her class was using as their theme song before and after class sessions the question we have all heard, "What good is home economics these days?" Finally a slow learner, but a daughter of a well-to-do business man, said quite loudly and pointedly, "My father says I must start taking a 'solid' instead of this class next semester."

What to do? Ignore? Scold? Defend? Miss S_____ did none of these. Grimly hanging onto the fact that she was employed to teach, she decided to try to use the same tactics as she did when other differences arose in the class group and good teaching was called for if logical thinking was to be learned by the class.

Her first step was to take the question out from its "underground" status and make it a topic for official class discussion. She let the students do the talking. She gave each student a chance to speak her mind on the values and uses of home economics as she saw it. When the students presented a strong case--either for or against the subject--Miss S_____ showed her approval of the thinking process involved. When students based their arguments on inaccurate information or made other errors in thinking, Miss S_____ pointed out the need for improvements. Above all, she listened.

At no time did Miss S_____ consider the discussion as an attack upon the subject she was teaching, upon herself as a person or as a teacher. Nor did she feel that it was her function to convince every student that study of home economics was necessary to success as an adult. What she tried to do, however, was to help make clear in each student's mind why home economics was being offered in the school, and how it has helped some people in their adult life.

What was the major educational principle followed by Miss S_____?
"It is part of good teaching to listen, accept, clarify and explain--but not to defend."

By listening, the teacher encourages students to express what is on their minds. The teacher thus gets to know what the girls' real feelings are, wherein lie their sources of facts and understandings, misinformation and misunderstandings.

By accepting, the teacher permits communication to take place. Acceptance of what the student feels makes it possible for the girl to bring into the open her ideas and beliefs, her fears and her aspirations.

By clarifying and explaining, the teacher performs her function as a teacher, the role for which the public pays her. Moreover, as a teacher she can maintain a quietly objective approach to each idea offered, avoiding any tendency to show herself as a partisan.

defender. Such "sweet reasonableness" in a calm, social climate tends to encourage a similar thoughtfulness in students, and before long, much to their own amazement, the loudest complainers may find themselves presenting sound arguments for both sides of the issue.

What was the outcome of this strategy by Miss S _____? If this were a fairy tale, it could have a very happy ending. Unfortunately in real life, success stories are less impressive. Enrollments in home economics have gone down--but who knows how low they might have fallen without such a realistic facing-up to the situation? And Miss S _____ has a right to feel that the decisions to enroll or not to enroll were based upon far more thoughtful consideration than if the discussion had never occurred.

Teachers do feel "on the spot"

Such episodes in and outside of home economics classrooms do make home economics teachers realize that, as never before, the results of their teaching are being judged. With every tax dollar harder and harder to secure, and with such a general furor about the lacks in U. S. education, such judging can be expected by every teacher. Why, then, should it particularly surprise and disconcert the home economics teacher? As one teacher expressed her dismay, "I simply can't understand it when I've always worked so hard!"

This same teacher, having talked out her defensiveness to a sympathetic listener, was finally able to agree with her listener's query, "Do you suppose we all need to reassess what we have been doing in light of conditions today?" "Oh, I know where a curriculum consultant would suggest a change! I've even been told by a teacher in a graduate workshop in teaching clothing that I devote far more time than do most instructors to straight clothing construction. But how would we ever produce our talk-of-the-town style shows in less time? And my students would really stage a riot if I should try to substitute hours and hours on clothing selection while they want to sew!" Obviously, she feared to run counter to student expectations, which she herself had built up over the years. Moreover, whether or not she fully realized the fact, her own personal security and pride as a "wonderful sewing teacher" were being jeopardized by the mere suggestion of change implicit in the word "reassess."

Different students, different reasons

Students, too, have their reasons for resisting change. Any change per se disturbs their none-too-stable security these days. So complex is each student as a personality that each presents a constellation of reasons for desiring to sew and being unwilling to study clothing selection. And each pattern of reasons is different, although some constants tend to appear in many cases. Let's listen to some of their emotional but none the less sincere statements.

"Aw, this is the only class all day where I can do something."

"I like classes where I can talk and there's no having to watch that old clock."

"Believe you me, I'd not get half the clothes I do if I were not taking sewing."

"I'm not talented, and sewing is the only way I can express that creative urge that the art teacher talks about."

"I can't sew for sour apples, but clothing class gives you a nice rest from other classes where the teachers are always after you."

"I'd like to get good enough that maybe I could earn some money sewing for pay--and yet be able to stay home with the children."

"I never yet saw a lesson on selecting clothing that came within miles of my income."

"I don't think even the teacher believes that selection is important; she sure doesn't put herself out to make it interesting."

These quotations are excerpts from free responses secured by one teacher from a class that was vigorously opposing taking time during this school year to study "that stuff on buying." As one girl put it frankly, "Gosh, no! Why, that'd take all the fun out of buying!" Why not, as a first step in teacher-student planning, ask each girl to list all the articles she is wearing and check those which were purchased? Faced with her own sobering statistics, she will possibly be more ready to then list the advantages as well as the disadvantages of balancing clothing construction with some consumer education in clothing.

Some Cold, Hard Facts of Life

Never has there been a time when home economics teachers have been as uncertain as they are now concerning the kind of homemaking today's adolescents will be called upon to manage as adults. Wishful thinking on "going back to the good old days" or even "maintaining the status quo" is OUT! Intellectually, our heads know this, but our hearts !

Here, however, is presented a collection of facts, as accurately reported from authorities as is humanly possible. Studied individually and collectively, they can warrant only one conclusion concerning today's trends and tomorrow's practices.

* Fewer people are now in the highest and lowest income brackets, but there has been a tremendous growth of population in the middle income bracket.

- * Although per capita income rose 20% between 1946 and 1956, the percentage of this income spent on clothing dropped from 9.2% to 6.2%. This was at least partly due to the increasing number of children and elderly people who spend relatively less on clothing.
- * A typical family of four with an income of \$5,000 spending 6.2% of their income on clothing, would have \$325 for the year's purchases. This would amount to a little over \$81 for each family member. Such a family cannot afford to make mistakes in buying.
- * The U. S. consumer has been buying more clothes for less money. On the average, 60% of all dresses sold in department stores are about \$5 or under. The average wholesale price of a dress in this era of increasing automation is 22% lower than in 1948.
- * A comparable decrease in costs of fabrics and findings for home dressmaking has not occurred. The cost of sewing machines and the hundred and one mechanical aids for the home sewer that are now on the market may partly explain why the majority of pattern buyers are now women in families with incomes above \$7,500.
- * Money savings are greatest in home sewing requiring the most skill, as in suits, but less than 4% of women ever try to make a suit.
- * Money savings are least in home sewing requiring the least skill; Dr. Margaret Brew found that not more than 40-60 cents could be saved by making a house dress in the popular price range.
- * In Minnesota a survey of clothing practices showed that family members wore the following percentages of home-made garments:
 - 1% by husbands
 - 3% by boys
 - 6% by wives
 - 10% by girls.
 Farm girls had a larger percentage of home-made garments than did urban girls. But today only about 13% of our population is rural.
- * Much more than nine-tenths of the clothing worn in this whole country is bought ready to wear. Into this ready-to-wear goes 95% of the total production of apparel fabrics, leaving only 5% for home sewing.
- * The overwhelming trend is toward casual, informal clothes which reflect the lives Americans are leading. Increased informality in dress has tended to lessen the use of clothing to indicate status.

- * In 1956 more was spent for automobiles and their operation than was spent on all types of clothing. This choice in "discretionary" spending was at least partly due to the fact that car ownership has become more necessary due to more family members working and the tendency to locate residences farther away from place of employment.
- * The relative use of textile fibers has changed radically in the last five years. Not only have many new synthetic fibers appeared on the market, but cotton fabrics have so improved that today some are scarcely recognizable as cotton. The per capita use of cotton in women's and children's garments has almost doubled since the last war.
- * Resources for consumption will be partially wasted unless consumers learn to make sound decisions about using them. In a Michigan study 22% of homemakers evidenced an active dislike for shopping, more than half approached clothing purchases with uncertainty and vagueness as to what they wanted to buy, and almost half included the salesclerk in their decision to buy particular items.
- * Counting only what is spent to satisfy teen-agers special demands, the youngsters and their parents will spend about \$10 billion this year, a billion more than the total sales of GM. Of this total, 15% or one billion, five hundred million dollars will go for clothing. Last year teen-agers spent \$837 million on back-to-school clothing and, incidentally, \$300 million more on toiletries and cosmetics.
- * Some 800,000 teen-agers work at full-time jobs and can buy major items on credit. Even more earn some money from such jobs as baby-sitting and also use credit freely on the strength of such employment (plus the family's credit rating).
- * American teen-agers, according to a recent issue of Life, "have emerged as a big-time consumer in the U. S. economy. They are multiplying in numbers. They spend more and have more spent on them. And they have minds of their own about what they want. . . . If parents have any idea of organized revolt, it is already too late. Teen-age spending is so important that such action would send quivers through the entire national economy."

What of the future?

The desire of all women today to lessen the time and energy spent in homemaking is indicated by the increased sales of partially prepared food, labor saving equipment, and no-iron clothing. If the proportion of wives' earnings continues to rise, this desire will undoubtedly become even

stronger. Closely related to this desire to save time in housekeeping is a lessened interest in skills in cooking and sewing. Producers have made these skills less necessary by their market offerings in foods and clothing. Fortunately, too, since Washington specialists believe that today's teenagers will be gainfully employed on an average of twenty-five years, no matter whether they are married or single.

Recent interview studies show that, although it is frequently claimed women sew to satisfy the creative urge, most women declared that they sewed to save money. Hence, if technology and producers' ingenuity continue to improve market offerings and lessen prices in relation to incomes, if pressure on time increases because of women's employment and their desire to put time to uses other than sewing, there is little likelihood of any marked reversal of the trend away from homemade garments.

What are educators' reactions?

The Simplicity Pattern Company prepared an elaborate brochure for the 1955 convention of National Retail Dry Goods Association. One fact reported in a pictorial chart was that "the percentage of garments made by 4-H girls is rising faster than enrollments." Another chart purported to project enrollments in school clothing classes for the next ten years. Unfortunately the Company had no crystal ball to warn it of the 1957 Sputnik, the resulting emphasis in high schools of mathematics, science, and foreign languages, and the consequent losses in home economics enrollments!

Nevertheless, in a 1958 State Conference approximately one-third of all high school teachers attending still believed that the present amount of time spent on clothing construction should be retained. In that same year of 1958, M. Frances Henry, addressing the Central Regional Conference of College Teachers of Textiles and Clothing, was likewise confronted with marked resistance to increasing the emphasis on teaching clothing selection. These instructors, too, believed that the major interest of college students was in clothing construction. "But," protested Miss Henry, "can we honestly say that we have given girls a fair choice? How can we know if we do not make the teaching of selection as appealing as we have construction?" She went on to say, "This is a big order, but it is not only worth the effort but is a necessity if we are to justify clothing courses in today's world. If girls do not get intelligent help in clothing selection and purchasing in high school, most are not going to get it elsewhere."

Certainly sellers' information will not be adequate. And in a world increasingly dependent upon ready-to-wear, girls will have need of selection abilities all of their lives. In one western state only 36% of homemaking students thought sewing was important to study. Several teachers in Illinois, as in other states, discovered that girls were doing little if any sewing outside of school. The older the girls, the less they were sewing. Yet many of these same girls had had one, two or three years of homemaking with about one-third or more of class time devoted to clothing construction.

Some teachers have expressed concern over the fact that homemaking enrollees were spending in a given year far more for clothing than were non-enrollees. Were class requirements forcing some other family members to make undue sacrifices in their purchases? When Juvet and Stevenson surveyed the cost of clothing made by students in 29 Washington State high schools in 1953, they were surprised, even dismayed. Included in the cost were yardage of fabrics, patterns, ready-made trimmings, buttons, belts, and necessary "findings." Most equipment was furnished by the schools, and the investigators recommended that all mechanical aids be so furnished. They also pointed to the need for more emphasis on a pattern that would require a minimum use of yardage and on economically buying materials whose costs would be in proportion to the family budget.

What! No Construction?

First, let's grant that there will always be a few girls and women who find satisfaction in sewing and, because of the skill they gradually develop, can be better and more economically dressed than if they bought all their clothing ready-made. But, according to the carefully conducted studies cited earlier, such women form a very small proportion of all the women in this country. Should our clothing courses be oriented primarily to serving this minority?

Let's look at a possibility for reallocating the responsibility for training such women. A very high percentage of the voluntary adult classes in Illinois are in the area of clothing construction. Why not postpone the development of a high degree of manipulative skill until each individual's time of felt need?

Studies made by the Marketing Research Division of the United States Department of Agriculture in recent years have shown that only three out of five women own a sewing machine, and the widest use of these machines was for mending. Ownership of machines was higher among women living in small than in large communities and higher among upper income women and housewives than among lower income and employed women. Women under 30 were less likely to own a machine, but about 16% reported that they occasionally rented or borrowed.

Clothing experiences of home economics teachers and their families were surveyed at one recent State Conference. Results of these check sheets showed that there was tremendous variation within the teacher group regarding their own practices in buying, altering, and repairing family clothing. As in other such studies, a great amount of cooperation on the part of family members was indicated both in the care and repair of family clothing.

One limited study of home economics teachers' practices in Illinois showed that a married woman with a cooperative husband but no child spent more time and energy on her professional activities than did women with any other pattern of living, such as single, widowed, or with children and a husband. This seems to support the need for cooperative sharing if a woman is to do justice to two full-time jobs.

The form used at the State Conference is suggested here because, with articles listed that are appropriate to the local situation, its use with students in both high school and adult classes will prove very revealing. In order to save the teacher's time and effort, a committee of students may tabulate and report on the results from anonymous check lists.

DO WE BUY OR MAKE OUR CLOTHES?

Directions: Mark X in the column which tells how new clothes were managed the past year in your family.

I. Women's and girl's clothing	Bought ready-made	<u>Alterations made</u>		Made at home
		at home	outside home	
1. Coat or jacket				
2. Etc.				
II. Men's and boys' clothing	Bought ready-made	<u>Alterations made</u>		Made at home
		at home	outside home	
1. Sport shirt				
2. Etc.				

WHO TAKES CARE OF THE CLOTHES IN OUR FAMILIES?

Directions: Mark X in the columns which tell which ones in your family usually do these things. More than one person may do each thing.

Caring for clothing	Not done at home	Mother	Father	Teen-age girl	Teen-age boy	Each Does own	Other
1. Washing							
2. Etc.							

How far are we obligated to carry the development of skills?

There can be no argument but that a student who has learned the fundamentals of garment construction, taught with adequate emphasis upon selection and use of patterns, fabrics, findings and accessories, sewing processes, and standards of workmanship, is better prepared to choose wisely her ready-to-wear garments. She perceives the relationships between all these factors to a degree that, without actual experience, she would be unable to do.

Differences of opinion immediately appear, however, when the question is asked, "What is the minimum amount and character of experience necessary for every consumer?" A group of experienced Illinois teachers, after a thoughtful discussion, came to the conclusion that the two major determinants were the natural aptitude and interest of the individual and the ability level of the girl.

Let's look at the ability level first. Slow learners will require more experience, fast learners less, other things being equal. A very dull student may gain no more ability to use her construction learnings in selecting ready-to-wear garments in three years of homemaking study than will a very bright girl in completing one carefully considered garment. Of course, if the bright girl is not only totally uninterested but resentful of the requirement, such attitudes will tend to decrease her learning.

On the other hand, one might be justified in questioning whether a girl with natural aptitude, regardless of her level of ability, should spend precious high school time in going beyond the minimum level since she will be able to and sufficiently interested in furthering her skill later as an adult. To keep alive this interest during the later high school period, some larger schools are utilizing two plans. One is encouraging such a student to elect a special interest semester course in the various aspects of clothing study as a fifth subject. A few are even permitting such a junior or senior to enter a Homemaking III class without credit only during the weeks devoted to the study of clothing. Both plans have the advantage of enriching rather than interfering with substantial academic study in high school.

Sooner or later in every teacher's experience two extreme types are likely to appear. There is the girl who exhibits better than average aptitude, interest, deftness and judgment in sewing, yet does not quite have the qualifications for a secretary or college student. Extensive practice in school and home, plus some related work experience in a store, might enable her to earn a good living doing alterations of ready-to-wear. Not only would she elect all the home economics offered, but she might even be permitted to do largely self-directed dressmaking projects as substitutes for class projects in foods.

Then there is the girl who, for one reason or another, should buy all her garments ready-made because they will offer her more in satisfaction and money-saving than any she will ever be able to construct. Often early identification of this fact can save such a student much unnecessary grief and frustration.

Probably most home economics teachers are enthusiastic about sewing. It is hard for them to emphasize to such a discouraged young seamstress the unpleasant questions that need to be answered.

How many hours did you spend on the planning, buying, and sewing of this garment? How much could you have earned in employment during these same hours?

How much would you now be willing to pay for this garment if you saw it on a store rack? What were your total expenditures for this garment? What are stores now asking for a similar garment?

Considering both money and satisfaction, what have you learned from your school experiences as to what would probably be the better plan for you to follow in the future?

In summary, then, the answer to our question may well differ with individuals beyond the minimum required to select ready-to-wear garments wisely. But determining that point is worthy of the best quality of thinking any teacher and student can muster.

How Can We Change This Attitude?

Attitudes are learned. Hence attitudes can be relearned. To these two scientific facts we must cling, no matter how difficult and slow are the results.

What are attitudes? How are they acquired?

In Frederick J. McDonald's excellent 1959 volume, Educational Psychology, attitudes are defined as "acquired patterns of responses which predispose a person to act in specific ways and to be motivated in specific ways." How was this expectation that "clothing" was synonymous with "construction" acquired? Perhaps in one or more of these ways.

- * Any clothing activities observed in the home in childhood were likely to be related to some aspect of clothing construction, such as replacing buttons after laundering, while the relatively speedy purchase of ready-to-wear occurred outside the home.
- * When an older girl would be asked, "What do you do in Clothing?" the logical reply to the youngster would be "Sew," even though the course had been rich in the study of clothing selection, also.
- * This conception of a class in Clothing would be reinforced by the Style Shows all the public has seen or, at least, heard much about because in the past such presentations of student-made garments have been a favorite form of interpretation in homemaking departments.
- * The mental image or stereotype of home economics teachers held by Illinois boys and girls as well as by their school administrators was "some one who could sew and cook well." Good qualifications in themselves but far too limited in the picture they offer in what goes on in Clothing classes!

- * Products in Clothing classes often added materially to students' wardrobes--garments which families might not have felt they could afford except for that potent plea, "But I have to have it for school!" Thus the adolescents satisfy a basic need, and need satisfaction intensifies attitudes.
- * Teachers unconsciously may have exhibited greater interest in teaching construction, and enthusiasm is contagious.

Where do we start?

Doesn't that last point in the preceding list give you a pretty good idea? McDonald states bluntly, "If a child's attitudes are to be influenced by the teacher, the teacher in some degree will need to be an identification figure for the child. Before any individual can be an 'identification figure' for another, two conditions must be satisfied: (1) the identification figure must have sufficient prestige so that adopting his attitudes will be rewarding for the person; (2) a unique relationship must be established between the identification figure and the person. At present, all the factors influencing the establishment of this unique relationship are not known, but this kind of a relationship seems to be fostered when the identification figure is a warm, friendly, understanding person."

Illinois high school students and their administrators included not only skill in cooking and sewing in their stereotype of a homemaking teacher but also warmth, friendliness, and understanding qualities. So apparently we have the requirements for establishing the necessary "unique relationship" recommended by McDonald. But DO we have the attitude that we can see all too clearly youngsters preparing to live in the world of tomorrow must adopt?

McDonald warns, "Because this identification process is of central importance, we cannot assume that attitudes are easily changed." Margaret Mead feels that the longer we have taught, the harder will it be for us to genuinely accept the demands of the future. Yet you know and we know that you cannot fool the students! Adolescents readily respond to the real article in any situation even more readily reject a "phony" attitude. So perhaps this is the point at which you should go back to pages 52, 53, and 54 and reread those research facts and predictions about the future that recent studies have provided.

If you are to be "converted" to the importance of expanding your teaching of clothing selection, we hope you are already somewhat favorably disposed to what we are advocating! Logical argument is most likely to be effective when there is such a predisposition.

In talking with high school teachers, many agreed that this change was logical, but they also wailed, "But now I use my Clothing preparation time for getting other lessons ready that are harder to teach than

clothing construction!" We have tried to keep this problem in mind when making suggestions on teaching methods, but we have to admit that good teaching of the selection and purchase of clothing certainly demands more preparation time and effort than do some aspects of laboratory supervision.

How can students' needs be identified?

Beginning student teachers are often appalled and even frightened at the apparent apathy and disinterest of students. Then they may observe a master teacher instructing these same adolescents, and be amazed. What made the difference? Not some little "trick of the trade," as the beginners fondly hope, but actually everything that makes for excellent teaching. With such teaching, the push for hard work comes primarily from inside the student. But the teacher sets the stage.

First, the good teacher recognizes her students' needs, individually and collectively. Here she draws upon all she knows of adolescents in general, of future patterns of family living as they are emerging, and of local practices and attitudes toward clothing.

Second, she must make her students aware of their needs in a psychologically sound manner. For example, if her students display an "I'm from Missouri" approach to change, she can "show them" from their own records on the checklists suggested on page 57. She may persuade two young women from the community to appear in class in varying degrees of appropriate apparel for a secretary, and ask the students to write to whom they would offer a job and why. Opinions could later be compared if the teacher, after reading the papers, believes that the learning still needs reinforcement. One word of caution! Be careful to see that the appearance of the more attractive, suitably dressed "model" is no more costly than that of the less attractive applicant. Students who are looking forward to being office workers will inevitably identify with the person of fine appearance but might worry about the cost. In trying to change attitudes, an emotional appeal is less likely to be effective if it is anxiety-arousing.

Student motivation through well-selected goals

Again quoting McDonald, because he offers summaries on the most recent psychological research, "procedures used to influence attitude change, in general, are most likely to be effective the more the individual is actively involved in the process itself." To home economics teachers, that means student-teacher planning.

But first the pre-planning must be done by the teacher in considerable detail and with several factors in mind. Such questions as the following will need to be answered in tentative form before even the slightest remark about the unit on clothing selection is made by the teacher.

What is the range of the intellectual ability in the class?

What is the range of the reading comprehension and speed?

What is the range of ability to do self-directed, organized study?

What is the range of taste represented in class members?

What is the range of socio-economic levels represented in the families?

What are the vocational expectations (and possibilities) of class members?

Office records will supply some of these answers; others the teacher herself will have to seek out through observation in class and, if possible, on home visits or in other informal contacts with members of her students' families.

Actually, too, only the teacher can have a very clear picture of the sequence of difficulty appropriate at different grade levels in her school. But students in any grade can familiarize themselves with the scope of goals through examining the several new and attractive texts and references listed in Volume II, No. 9 of the Illinois Teacher. We hear that at least one more text for junior high school students, prepared under the leadership of Dora Lewis whom you will remember as editor of Clothing Construction and Wardrobe Planning by Lewis, Bowers, and Kettunen, is due off the press early in 1960. Late in 1960 or early in 1961 Belle Pollard is planning to issue a clothing text that will be a companion volume to her Experiences in Foods with which you are all familiar.

If students are still not too favorably inclined toward using time formerly spent on clothing construction in a thorough study of clothing selection, two dangers present themselves in cooperative planning and must be met before success for the "theory" unit is likely. One is the desire of the inexperienced girl to attempt too difficult problems for class solution. The other is the temptation to the able girl of minimizing what can and should be learned in such a unit because she herself feels adequate and is eager to avoid work rather than being eager for new learnings.

Haven't you encountered exactly the same tactics being used in your clothing construction classes? And we are sure you have coped with the challenge. Well, the same principles apply in both situations.

Parents in partnership

Try a "Parent-Planning Party!" What's that? To be truthful, it's about what you want to make it; we have read of several versions. The big idea is to lure at least a few mothers to school to discuss with you some of the established trends in clothing practices today so that they will understand and interpret to others your reasons for proposing more time be spent in studying clothing plans and purchases.

Often in a small informal group over a cup of coffee you will discover that some mothers have realized the need for change even before you did! Leaders in the Illinois Curriculum Program have found this to

be true in all areas of content, unless it might be in sex education. Statewide and more limited surveys have consistently shown that parents value training in buying above that of sewing, as soon as some basic experiences in clothing construction have been obtained by their daughters.

"But it's the daughters with whom I have to deal," we can hear some of you saying. We know schools where care of clothing was absolutely rejected as a subject for school study by daughters, but demanded by mothers at their first opportunity to help plan the curriculum. Having mothers check forms on their own making and buying practices will convince even the "doubting Thomases." And they, in turn, will become your partners in helping to convince their daughters. If you have an advisory council, perhaps you'd feel most comfortable in working with them the first time you work with parents on this problem.

Not Either-Or But And

Just to keep the record straight, this repetition of our point of view may be worthwhile. Clothing construction versus clothing selection is not the issue. Certainly students need learning experiences in both. New developments, however, are forcing us to reassess the relative importance, hence the relative emphasis to be given to each.

What can students learn through construction?

Some authorities have suggested that constructing a blouse and skirt are minimum experiences for every girl to become an intelligent purchaser. They contend that these experiences, guided for maximum learning, should evidence the following outcomes.

A working knowledge of her physical characteristics through objective figure analysis, trying on various colors, lines, proportions.

An understanding of how to introduce new garments so that her wardrobe will have flexibility but no wasteful "orphans."

Ability to identify weave, finish, grain, and "hand" through actual handling of at least two fabrics.

Desirable placement on her figure of basic construction lines and fullness through three-dimensional study in fitting.

Judgment in sizing up quality of workmanship as "perfectionist," adequate for garment's expected use and care, or likely to cause future trouble in wear, such as "wash and swear" seams.

Interest in comparing information available when buying fabrics and findings with the end-use results when wearing and cleaning her garment.

Realization of the value of consistent clothing care and good grooming in maintaining her PAQ--personal appearance quotient.

Some decision in terms of time, energy, money and satisfaction relative to buying or making her own clothing.

On the other hand, slow learners are likely to require more than the minimum of constructing only one blouse and skirt, if the eight general outcomes suggested are to be achieved at a "safety" level. The slow learners, fortunately, are usually the students who elect more than one year of home economics in high school. Even so, their teachers cannot yield to the temptation of using for construction all time allotted to clothing study. Such students will be equally slow in learning the difficult essentials in clothing selection, yet just as likely to buy most of their future wardrobes. Indeed, every teacher of construction should try to identify the point of diminishing returns for girls with very limited organization ability and motor coordination, then concentrate on additional instruction on selection and care.

Are our students giving evidence of these outcomes, each at a level commensurate with her own general capacity and experience? If not, perhaps neither we nor our students are getting full educational value from the money expended for the garments and the time spent in class.

What may be a good "transition" project?

In moving from further clothing construction to studying the purchasing of clothing, a transition project ideally would involve a little of both. Many classes, especially in low-income localities, have found "Face Lifting Ready-Made Garments" a happy solution to this problem.

In brief, characteristics of expensive and inexpensive garments are studied, difficulties are classified as "hopeless" or capable of being remedied, costs of these remedies are estimated, and decisions made as to whether certain ready-made garments would be good buys with the improvements planned. Then each girl "face lifts" some earlier, disappointing purchase, keeping a record of time and money expenditures for later evaluation.

What Are the Difficulties in Teaching Clothing Selection?

Why do home economics teachers more frequently choose to enroll in workshops in teaching clothing selection than in any other area, according to reports from several institutions? Apparently these teachers are fully aware of the vital need to teach high school girls this aspect of clothing, but feel they need more study to do so successfully.

There are unique difficulties in teaching selection

But the time has come for all of us to face up to them as these summer session enrollees have done. Once identified, difficulties can be attacked constructively. Listed on the following page are the problems most often mentioned by teachers.

- * Outcomes of traditional courses in clothing selection have too often emphasized the aspect of personal attractiveness to the exclusion of family considerations, economic conditions, or social responsibility of consumers. Such an outcome is good but not good enough for our citizens of tomorrow. The desire to be personally attractive is psychologically sound because it helps women to meet their basic personality needs. This makes it hard for either teachers or students to feel comparable interest in the other aspects.
- * With our students coming from homes where both parents are engaged in full-time gainful employment, parents have less time to devote to their children. A statewide study in Illinois indicated clothing as the major area of disagreement between daughters and mothers. Several city investigations have supported this finding. Such a state of affairs tends to increase a teacher's difficulties in doing family-centered teaching in clothing selection.
- * Although teen-agers are undoubtedly spending the millions reported by Life and earning some of the money, they may still have failed to develop a real sense of value regarding the use of money. Beyond the usual expenditures expected from parents, they are said to spend of their \$10 billion 9% on sports, 16% on entertainment such as records and movies, and 22% on food "treats." They own 10 million phonographs, over a million TV sets, 13 million cameras. Can economy be taught to such spenders? Or should economy be taught?
- * The cumulative influence of consumers seems very farfetched to adolescents. Each perceives herself as an infinitesimal part of a mass of female buyers and finds it hard to believe that her limited purchases could possibly make any difference to society in general. Yet many conditions in the clothing industry can be remedied only through on-coming consumers taking more social responsibility than previous generations of women have taken.
- * Selection based upon impulse and desire is a common practice with students, and they like it that way. You will recall the rather extensive attention given to this problem in an earlier article in Vol. I, No. 8 of the Illinois Teacher. Some teachers believe that this liking, more than the desire to sew, creates students' rejection of anything but construction in class.
- * Individuals have been accustomed to rely largely upon personal opinion in forming judgments in the field of clothing because of the lack of objective standards. They tend to prefer this practice even as labels and other sources of objective information become more numerous and worthwhile. Teachers find motivation of topics on consumer protection difficult because they are bucking both habit and preference.

- * Many of the materials with which a teacher in clothing course deals are constantly changing. Trade names change, colors get new names each season, fibers, textures, and finishes of fabrics are increasing by leaps and bounds, style factors are unpredictable. It is difficult to identify the constants in knowledge that can be used over the years.
- * While not all teen-agers subscribe to the old saying, "might as well be dead as out of style," an otherwise excellent teaching film will evoke only amusement and scorn if the garments shown are not of fashionable length. And what an eye for a slightly passe feature even the slow learner exhibits! Teachers face a hard problem when they try to keep their own knowledge, students' references, and methods of teaching up to the "last word" in market offerings.
- * No school can afford to own all of the illustrative materials needed if students are to truly develop judgment in solving what can be pretty complicated problems in decision making. Yet, problems no more complicated than those faced by girls and women all of the time in real life! As you all know, alas, borrowing has its headaches and its hazards, but psychologists tell us the more true-to-life the illustrative materials, the more effective the learnings.
- * According to our critics, public school teachers in all areas of subject matter are likely to hold for themselves upper-middle-class standards and values, and seek to impose these upon students from every social level. Can this be what students are trying to say when they complain that "our clothing teacher isn't realistic!" If this charge is true, even to a degree, this problem may prove to be the most difficult for us to solve.

How Can We Overcome These Difficulties?

When an effort was made to identify teachers' successful practices in teaching clothing selection, most of the contributions related to teaching line, design, color, balance, proportion, etc. One might speculate that, no matter what the vintage of each teacher's training, she had apparently received a far stronger background in art principles than in the consumer education aspects of clothing. Indeed, many teachers volunteered comments on the uselessness of much of their earlier study of textiles and of buying ready-to-wear; however, they hastened to add that rapid obsolescence is to be expected in these areas.

Consequently, in attempting to make constructive suggestions on overcoming the difficulties previously reported by teachers, we have arbitrarily chosen to "play down" the areas where Illinois teachers seem to feel most secure and well-prepared, and to give attention to illustrations of successful practices in their more difficult problems. In these

illustrations, we have particularly emphasized the use of action research and attention to processes of thinking. If you have not yet read "Thinking: A Preview and a Promise" in Volume III, No. 1 of the Illinois Teacher, perhaps this is a good time to do so.

Mother-daughter disagreements on clothing

Not merely Illinois research but studies in many other places during the past ten years have indicated clothing as a painfully fertile ground for disagreements in families. We can be even more specific--they are disagreements between the females in a home. In Remmer and Radler's The American Teen-Ager, high school girls were asked how much freedom in selecting clothing they approved for themselves, and how much freedom they thought their fathers and mothers approved. They reported about the same percentages in degrees of freedom for themselves and for what they thought their fathers approved, but there was a wide divergence between the way the teen-agers felt and the way they thought their mothers felt. And this study was nation-wide and supposedly representative of our total population.

A more limited study along this line included grandmothers or other female adult relatives living in the students' homes. While the number of such relatives was too small for any generalizing, the intensity of adolescent feelings was very obvious. As one psychologist puts it, "It is often difficult for an adolescent to accept parental guidance of his behavior. It is almost impossible for him to tolerate any attempts at control of it on the part of other relatives." That's what the students also wrote--but in considerably less objective language.

Is "family-centered" teaching out-of-date?

A few years ago the term "family-centered curriculum" appeared in our professional literature with great frequency. There seemed to be pretty general agreement, at least in lip service, that secondary teaching of home economics should give consideration to the family as well as to the individual.

Why do we read and hear less of family-centered teaching today? Has the need disappeared? Quite the contrary! The levels of tension tolerance can hardly be expected to improve so long as we all live in a world of daily crises and are almost totally uncertain of what our future may be.

During the lessons taught on clothing selection, family disagreements are likely to come up spontaneously in class discussions. As we understand the application of "family-centered" here, teachers should see this problem as a splendid opportunity for helping to interpret to the adolescents the natural reasons for mothers feeling as they do and, in turn, for trying to explain to parents the "sturm und drang" of adolescence.

According to teachers, all such interpretation is more easily said than done. The way of the peacemaker is always hard, as witness our Cold War. Teachers fear to jeopardize their own friendly relations with their students by doing what often appears to be "taking sides."

Because of the universality and the critical importance of this problem, we have chosen to report in detail an action research project that was carried out in a rural Illinois community. Because urban schools are more numerous than rural, we are interpolating alternative suggestions for carrying out the project in an urban setting.

Preliminary thinking on the problem

The problem may be stated somewhat as follows: We need to discover differences and evolve some way of improving mother-daughter agreement in the selecting of and reasons for selection of the most frequently purchased ready-made garments. According to everything the teacher has read and/or experience, she has a hunch that marked differences will occur. She therefore states her informed guess or "hypothesis." In a controlled situation, mothers and daughters will not choose the same ready-made garments nor offer the same reasons for choice. On the assumption that differences might be influenced by the grade level of the daughters, grades nine through twelve were represented with an equal number of students. The study was limited to home economics students in a small rural high school. They recognized the problem and helped to plan the procedures.

Preliminary decisions about methods

1. Ten girls from each of the four grades were selected at random from students living near the school, five from the village and five from farms in each instance.
2. Three blouses, three skirts, and three dresses were secured from local shops, complete with price tags and informative labels that were judged to be as typical as possible of those garments worn by the subjects in the study.
3. School schedules were arranged so that the teacher could contact all mothers and daughters on the same day so that they could not influence each other's decisions.
4. From free response exploration with students not in the study, reasons most often given for making choices were collected.
5. These were incorporated into a check list for use by mothers and daughters.

Preparation of the instrument for collecting evidence

Since the teacher was always present when the instrument was used, it might be called an "interview schedule." However, the more common term is "questionnaire."

The three types of garments were grouped and labeled Group I, Group II, and Group III respectively. Then each garment in a group, such as blouses, was labeled A or B or C. Boxes were located at each group to receive the questionnaire forms after they were answered.

The following form was prepared, tried out, directions revised; then slightly more than 120 were duplicated for daughters and the same number for mothers. Words in parentheses indicate the adjustments made in the mothers' form, as different from the daughters'.

WHICH? WHY?

Group Number	Name
--------------	------

Directions: Examine the three garments in this group as much as you like, then circle the letter below which is on the garment you would choose for yourself (for your daughter).

Garments:	A	B	C
-----------	---	---	---

Directions: Think carefully about why you chose this garment for yourself (for your daughter). Below are some suggested reasons for your choice, but you will find space for writing at the bottom of this page any other reasons that you had.

Decide what reason was most important to you in making your choice, locate it in the suggested list (or write it on lines provided), and number it 1 in the blanks at the left. Number your next most important reason 2. In the same way indicate any other reasons you had, as 3, 4, etc.

Your reasons for choosing the garment you did are:

- _____ Color is becoming to your (her) personality and figure
- _____ Color is in style for 1959
- _____ Comfortable
- _____ Durable
- _____ Easily cared for
- _____ Pattern and texture of material in style
- _____ Price is right
- _____ Quality of workmanship is satisfactory
- _____ Style is becoming to your (her) figure
- _____ Style is becoming to your (her) personality
- _____ Suitable to the rest of your (her) wardrobe
- _____ What others are wearing
- _____ Other reason _____
- _____ Other reason _____

Place signed form in box. Thank you for your time and cooperation.

Schedule organized for collecting data

A few days before the experiment, students were asked to help the teacher plan a schedule so that subjects would be distributed fairly evenly over the entire day. The three groups of garments were to be located in a lighted closet, a lighted fitting room, and in a corner of the laboratory behind a screen so that no one could catch a glimpse ahead of time. This arrangement prevented congestion and encouraged concentration on each choice.

With their mothers students worked out times for visits, planned to do their own choosing during their free periods, and synchronized the whole into a workable schedule for the day. Two mothers in the sample, unable to visit school, were given an opportunity to express their choices and reasons when the teacher visited their homes during her free period.

Questions and answers

Mrs. Clara Brown Army has long contended that research is primarily finding the answers to questions. After results had been tabulated by the teacher, she substituted a "key number" for her identification alone and clipped off all names. Responses of a mother and daughter were stapled together. Although a subject might be able to recognize her own forms, no one else could. Then teacher, mothers, and students in each grade met together to examine the results and to discuss the answers to the following questions.

1. Did mother and daughter choose the same blouse, skirt and dress for the daughter?
2. Did mother and daughter agree on reasons for the choice of the blouse, skirt, and dress for the daughter?
3. What garments and what reasons were most often chosen by all the mothers and daughters, without regard to kinship?

Let's see--what was that informed guess or "hypothesis" that this action research was originally set up to test? Here it is. "In a controlled situation, mothers and daughters will not choose the same ready-made garments nor offer the same reasons for choice."

Lack of agreement in choice of garment was certainly supported by the data from these forty daughters and forty mothers. In the ninth grade there was 90% agreement on choice of skirts but only 50% agreement on the choice of blouse and dress. Obviously, a 50% agreement leaves a lot of room for argument!

Mothers and daughters in other grades agreed even less. In the eleventh grade there was 50% agreement on all three garments. In the tenth grade there was 40% agreement in the choices of mother and daughter on all three garments. In the twelfth grade there was 50% agreement on the choice of blouse and skirt, but only 30% on the dress.

Even more unexpected were the reasons for choice ranked highest by mothers and daughters. The most frequently mentioned reasons given by daughters were "What others are wearing," "Price is right," and the two on color, including becomingness and style. The mothers highest ranking reason was "Suitable to the rest of her wardrobe." But after that they rated all the reasons concerned with style most important--becoming to figure and personality, and pattern and texture of material!

Why? Why? Why?

Weren't you mentally asking Why? as you read those results? Most assuredly the mothers and daughters asked "How come?" over and over again as results were disclosed to the small discussion groups, grade by grade. With everyone in more or less the same predicament, mothers and daughters felt free to acknowledge and even laugh at differences. Why were mothers so concerned with style while their supposedly irresponsible daughters ranked economy just below conformity to the peer group? Was it normal and right for senior daughters to differ from their mothers in choosing a dress?

In such an atmosphere much informal adult education can be tactfully introduced and gratefully received, whether the information deals with values held by women at various periods in the life cycle or the reactions to be expected from adolescents as they necessarily "untie those apron strings." In one state similar experiments led to mothers requesting a class whereby parents might gain an understanding of adolescence. Students, who might not thank a teacher for her conscientious but possibly labored "interpretation of parents," appreciate the camaraderie of the group discussions and the opportunity to discuss choices and values on an equal level with adults. And "family-centered" tends to lose its threat for the teacher and appear as a genuine and rewarding part of teaching.

A word of caution

The purpose of any action research project is definitely not to establish truth! Dr. Fred Barnes is inclined to now call such experiments "practical research" as opposed to formal, fundamental research. The results numerically reported from this one limited experiment in this one small Illinois community have no validity except for that school at that time.

But if you are sufficiently interested (and we hope you are!) to try your version in your community, you will gain the same benefits from objective evidence objectively discussed. Indeed, some teachers have decided that this experiment may bring about more desirable interpersonal relations between mothers and daughters than the longest unit they ever taught in the area of family relationships.

Suggestions for changes in procedures

"Your version," if you teach in a large school, would necessarily include several changes. Each teacher prefers to make her own adjustments, of course, but here are a few suggestions.

- * Questionnaires could be mailed to mothers and returned in stamped, self-addressed envelopes. The purpose could be clarified in a cover letter accompanying the questionnaire and a strong plea made that the daughter be neither consulted nor permitted to see the illustrations.
- * These illustrations could be sketched reproductions of garments offered in mail-order catalogues with the complete description and price duplicated, plus whatever additional information seemed to be called for if the reasons offered were to be the same as in this study. Another "city" alternative would be to sketch and describe each garment as if it represented an unusually informative advertisement.
- * If mothers' reactions are collected by mail, the number may be as large as tabulation time for the teacher will permit. Reliability is increased as the number of subjects is increased, and fewer students will be attending the discussions without information from their own mothers. But a few representative mothers selected because they could come to school for one get-together are necessary if understanding between all mothers and daughters is to improve under the sympathetic guidance of the teacher.

Additional ideas for building understanding between mothers and daughters

Such informal studies with group follow-up are definitely helpful in building desirable understandings between mothers and daughters because they provide fairly objective evidence on which to base discussions. But they are far from being the only way in which families can be brought into the classroom thinking.

For example, the accuracy of reports on income and expenditures of junior high school girls might be improved and parents' interest in and understanding of teaching goals increased if an instructor would suggest that parents help their daughters to do this account keeping. This plan could be explained through a brief letter sent home by the daughters, thereby enabling the teacher to clarify what she is trying to teach through the lessons and offering parents a sense of partnership in developing in their daughters the value of a dollar. This, in turn, should encourage mothers to participate in classroom follow-up. Indeed, one junior high school PTA requested that a mother-daughter discussion be repeated as a program at one of their meetings.

A Miss and her money

One of the most important responsibilities of adult life is the management of financial affairs in every age and in every country. And today's youth have been growing up in a period poorly designed to develop an understanding of the value of a dollar. Throughout their lives most adolescents have experienced what looks like a booming prosperity, at least on the surface. Certainly there has been a marked rise in per capita real income making possible a higher consumption level. Adolescents and many of their parents unquestioningly assume that this level will not only be maintained but will continue to rise.

David Riesman in Bulletin of the Atomic Scientists gives a striking bit of evidence on the lengths to which people's thinking has gone.

"A reporter in Anaheim, California--a town dependent upon new and war-supported industry (and Disneyland)--inquired as to what residents might do in case of a depression. The latter were all mortgaged 30 or more months ahead for cars, furniture, etc., as well as for their homes. One man replied: 'No one is worried, because there's a theory in town that if anything slips up, the Government will declare a moratorium on all debts. These kids really think it's true, because otherwise this whole place might become a shambles overnight.' It is only a step from this outlook to assume that the Government would be forced to stockpile cars."

Where do these young people get any basis for such assumption? Most have no personal memories of the Great Depression of the early Thirties; they know only enough to believe that a debt moratorium would be imperative and forthcoming. The idea of the Government being forced to stockpile cars to keep the wheels of industry turning was undoubtedly evolved from the little they know about the Government program on Farm Surpluses.

One clothing teacher in an industrial community made the mistake of offering the \$1500 expenditure for a year's clothing mentioned in the Life issue as an example of built-in obsolescence and flagrant economic waste. Every teen-ager in her class expressed more or less violent disagreement with her ideas. What matter if the clothing would be discarded long before any garment was worn out? How else would the nation's factories and businesses of all kinds be kept running at full capacity all the time? On sober second thought, the students did conclude that they themselves would have chosen to use part of that \$1500 for a down payment on a car!

Who is to blame?

Before you attempt to answer this question, do get out the September, 1959 issue of the Journal of Home Economics and read slowly and thoughtfully "Families in a Changing Economy" by Dr. Margaret G. Reid. Her comparison of 1909 and 1959 will help you to understand why young people feel and think as they do today about economics. On page 569 she states:

"Conditions associated with the separation of the generations were a stimulus to social security programs such as Old Age and Survivor's Insurance and Aid to Dependent Children. Thus, responsibility, once that of families, passed to the public. Since initiation of these programs, public responsibility for maintaining a minimum income has tended to increase. This, in turn, has reduced the sense of family responsibility, even for the support of offspring. I expect that in the years ahead there is going to be much hard thinking on the subject of the level of minimum income to be assured from public funds as well as the responsibility of families for support of their own children and the relation of such responsibility to the nature of society in general."

On the next page Dr. Reid points out another general condition that may have influenced teen-agers' sense of responsibility since in so many homes both parents are gainfully employed.

"Furthermore, there appears to be an increased tendency for parents to look upon the earnings of a child as something apart from the pooled family funds, something over which the child has sole or main jurisdiction. These changes have had an impact on long-standing family customs, and suitable adjustment to them may by no means have been achieved. The increased sense of independence of members, the feeling that 'What I earn is mine,' is felt by many to have weakened family ties and reduced a sense of mutual responsibility."

What of the future

Carroll P. Streeter, outspoken editor of Farm Journal which is read by over three million farm families, titles his October 1959 editorial "Do You Like Being No. 2?" First he develops the definite possibility that Russia in the future could become "No. 1" in the world of nations. Next he raises the question as to what we can do about it. He gives this answer.

"Do what? Well, first realize we're in a foot race and that we're fat and flabby for it. We need a tougher, grimmer attitude. Parents will need to start it, with loving but tougher training at home. Schools and colleges had better stop defensively protecting what they've been doing and vigorously overhaul their curricula and their requirements for staying in school. Farmers have got to go the way of self-reliance, individually and in organized groups. Business has got to be stripped of its shields against competition. Labor has got to throw out featherbedding and earn what it's paid. All of us have to sacrifice some of our preoccupation with luxuries and fat living, and the wealth it takes, and put our time and money on things that matter."

Dr. Reid discussed the needs of the future only by inference, except when she mentions the changing role of the state in consumption.

"This trend is important in the United States, even though much less marked than in many other countries. It raises issues as to how much of the decision-making as to consumption is to be left to families and what decisions as to how we live are to be made by some central authority. This division between individual and collective responsibility for consumption is a very important question of the future."

What are present consumption practices of teen-agers?

Perhaps you are wondering what in the world all this recent thinking on economics has to do with you and your students studying clothing selection? Aren't attractive clothes essential to the mental health of every adolescent? The answer in the great majority of cases is certainly "yes," but values and standards in teen-age clothing may have changed.

In this era of casual dress, recent research has shown that clothing costs are being gradually reduced in favor of expenditures for food treats, sports, movies, records, trips, and other forms of entertainment. Social acceptance today seems to depend more upon these expenditures for group fun than upon a large and costly wardrobe of high quality garments and accessories.

Mary Ryan in her 1953 Cornell study, Psychological Effects of Clothing, found that 92% of her high school girls checked that they felt they were "dressed about as well as the average." Miss Ryan reported that this was difficult to account for unless it was due to their desire to conform. Actually Silverman reported a similar result, and Hurlock and Barr discovered that one of the strongest motives for selecting particular clothing was to conform to the group. Even in the action research described earlier, "what others were wearing" ranked highest as a reason for the Illinois high school students' choices, you will recall.

As further evidence of the decreasing importance of clothes in the eyes of teen-agers, two other findings from the Ryan study might be noted. Miss Ryan was apparently surprised to have over 60% of her high school girls check that they were not aware of an effect of choice in color, texture, or type of costume. She comments hopefully that "it may be that this will come later." You will remember that "price" in the Illinois study ranked as a more important reason than did color. Are these evidences of decreasing interest and sensitivity so long as conformity is achieved?

In this New York study the mode price for girls' suits for special-occasions wear was at the \$15.00 to \$19.99 range. Obviously, these suits were not in the "quality" class, as viewed by adults. Incidentally, too, 87.5% of these girls' dresses were ready-made and 82% had been selected by themselves. Their total number of garments fell in a range of 10-20, though undoubtedly the flexibility of their wardrobes gave an impression of more.

To summarize, teen-agers prefer mix 'n match quantity to quality-- and not as much in quantity as might be expected! Consequently, the money they spend on clothing these days is certainly far from extravagant, perhaps in part because more girls are earning than teachers have realized.

Adolescents' funds, however, are not being distributed quite according to Hoyle! Let's not forget all those expenditures for group-fun projects with their friends. Today's teen-agers doubt that a cashmere sweater would win admission to a group for a "square" and much prefer spending the difference in money at the corner drugstore hang-out of the gang.

What! No more success stories?

Every public school teacher has memories of some forlorn girl entering her class as an isolate, rejected because of poor grooming, "different" clothes, and the timid air that rejection by her peer group intensified. How heartening to recall what help with her appearance did to change the girl's personality!

Such success stories will continue, let us hope, so long as there are discouraged and helpless students entering home economics classrooms. But it is important to remember, in the midst of our satisfaction, certain facts about such happy metamorphoses. One is that "what others were wearing" required a relatively small expenditure in money but considerable "know-how" in selection. If even that small amount was not available, you will recall what a lift a girl gained through being helped to earn money. Moreover, the girl's real goal was achieved when she felt that the group had accepted her. A feeling of belonging is of prime importance to practically all adolescents.

What are the consumption practices of YOUR teen-agers?

Of course, we do not know. Perhaps your students do not! But you can easily discover them. Just ask them to keep a record of all money they take in and pay out for a given time. The older the student, the longer the interest span, hence the longer the period of account keeping may be. Providing a definite time in class for recording daily transactions will help.

To give you some idea of what you may find, let's look at a fairly recent and unusually extensive investigation into expenditures of students in junior and senior high schools. Space permits only the average weekly budgets of girls in the two age groups. Equal or greater differences are caused by sex. If you can locate at your library the August, 1956 issue of Changing Times, you would enjoy reading the whole article, especially if you are teaching boys as well as girls.

The Youth Research Institute, a New York marketing and opinion research firm, was employed in 1956 by manufacturers and retailers to discover what money young consumers were handling and how they spent it. Without including expenditures made for the adolescent or transactions in which he merely carried the cash, the weekly averages of expenditures by boys and girls of different age levels were secured.

"The Weekly Budget of Girls, Aged 13-15"

Income:		
Allowance	\$1.40	
Earnings	<u>1.60</u>	
Total income		\$3.00
Expense:		
Candy, ice cream, soda	\$.85	
Comic books, magazines	.20	
School supplies, small clothing items, costume jewelry, incidentals	.65	
Movies	.35	
Records	.30	
Cosmetics	<u>.40</u>	
Total expense weekly		\$2.75
Total expense yearly		\$143.00

"The Weekly Budget of Girls, Aged 16-18"

Income:		
Allowance	\$3.20	
Earnings	<u>4.20</u>	
Total income		\$7.40
Expense:		
Candy, ice cream, soda	.55	
Comic books, magazines	.30	
School supplies, incidentals	1.05	
Movies	.40	
Records	.40	
Cosmetics	.85	
Clothing, costume jewelry	<u>3.50</u>	
Total expense weekly		\$7.05
Total expense yearly		\$366.60

Here are some general facts turned up in 1956 by this research firm.

* Most youth do have allowances.

81% of all youth receive formal allowances.

16% get informal allowances--varying sums at irregular intervals.

Only about 3% get no allowance of any kind.

- * About seven out of ten youth earn some of their money.
 Younger ones get most of it from paid household chores.
 Older ones get most of it from work outside the home.
- * Modern youth have a big influence on general family spending--
 buying of food, choice of car, furniture, appliances, home decoration,
 family clothing, vacations, and other recreation.
- * For better or worse, youth are adapting fast to the free-spending
 environment their elders have created. This includes generous
 use of credit.
- * A boy or girl in the late teens today spends almost as much each
 week as an average factory worker's family lived on 75 years
 ago.
- * Throughout the teen years girls consistently outspend boys,
 though average incomes are the same.
- * The usual boy and girl at every age spends a little less money
 than he or she gets. No one knows if this "extra" is saved or
 contributed to good causes.

The old saying that there are "white lies, black lies, and statistics" must remind a teacher that no national average will exactly represent the habits of her local classes. Family income levels, family values and standards, school and community mores, home equipment such as a record player, as well as age and sex will influence local results. In a school where a wide range of incomes exists, perhaps anonymous, individual records would prove more rewarding for study than would averages. The degree of privacy accorded to even anonymous individual records would have to be carefully considered by the teacher after all reports had been examined.

Students could learn much from comparing their records in 1959-60 with these obtained in 1955-56. Which differences are due to local factors? To slow but continuous inflation? To shifts in family practices, such as the total of \$182.00 reportedly spent by the older girls on clothing and costume jewelry? Are distributions relatively the same at the two age levels? For instance, students aged 13-15 spent as much for food treats as for all comic books, magazines, movies and records; students aged 16-18 reduced their expenditures for food treats by considerably over one-third but increased their entertainment expenditures by the same proportion.

Why emphasize account keeping in a clothing selection unit?

This seems a fair question, especially when clothing represents so small a proportion of the total family expenditures, and the expectations of most adolescents are apparently satisfied at a reasonable cost. In Yankee style, we'll answer a question with a question. In what other unit would it be more welcome and effective?

Experience as well as organismic psychology have convinced us that adolescents need to see their spending habits as a whole. Otherwise, they are forming that "where did the money go?" habit. In the past, teachers found the concept of a budget or spending plan hard to teach because students were being doled out money as the parents saw fit or had the funds. The adolescents really had no opportunity to plan.

In these days when allowances are so common and pay for work so generally available, students feel quite differently about keeping a record on income and outgo. From "Oh, what's the use?" to "Let's see how I can make my money get me what I want!" is a great step forward.

Moreover, clothing costs are more flexible than the prices on fun. For example, if "everybody" is going to the movie, buying the latest record, the price must be raised or you'll be conspicuous by your absence from the gang. But a cheaper blouse will do, or you just might dress up the old one with an inexpensive accessory!

Then, too, clothing purchases are really the only ones where the girl can tell whether or not she made a wise or foolish buy. How can anyone evaluate the comparative worth of two football games? Both of them are musts, of course, but definitely ephemeral. And clothing is about all young girls buy on the installment plan. Records on ultimate cost of garments bought on credit are invaluable for determining another aspect of wise buying.

For better or worse, practice fixes habits. Students in the early grades need guidance in their spending practices. Then they'll be better able to gain from the more complicated study of the economic problems of a bride and groom in a senior course on preparation for marriage.

Does Mother or Teacher know best?

Probably. But telling teen-agers so seldom "wins friends or influences people." They are from Missouri and have to be shown--objectively, tactfully, patiently. Perhaps thrifty Grandma is outraged that a tangible blouse is to be sacrificed for mere fun! Why can't she have fun at home as in the good old days? Mother understands better the feeling of competition inherent in girls interested in boys. But her idea of dressing up a blouse is certainly not that cheap, gaudy accessory!

In one of her Harvard lectures Margaret Mead made the startling statement that the older the teacher, the more difficult it is for her to view her modern students with sympathy. The very idea of credit often chills her blood! Yet in 1957 two out of three families in the typical wage-earner income group (\$3,000-\$5,000) had personal debt. About half had debts larger than their liquid assets of savings accounts, bonds, etc. American consumers were more deeply in debt at the end of August than ever before--nearly \$48 billion dollars--including both installment and non-installment borrowing. Installment credit rose in August for the second straight month with an increase of \$502 million dollars.

This business of credit

Economists tell us that as buying power ("real income") rises, the proportion of income consumers must spend for necessities like clothing declines, and the proportion they can spend for other goods and services, such as entertainment, increases. Daddy has his car, mother has her all-electric kitchen, daughter has her coat. Moreover, most cars and kitchens are bought on credit. Why shouldn't daughter enjoy her coat while she pays for it a la the adults?

Teaching credit demands a good deal of information on the part of a teacher beyond what she can find in even the most recent and best of texts. For example, Byrta Carson in her revised and beautifully illustrated 1959 How You Look and Dress devotes exactly one paragraph to buying on credit. Yet this book is one of the most satisfactory available to girls studying clothing for the first time, and the statements on credit are well-balanced and up to date, so far as they go. Bess Oerke's Dress, published in 1956, and Lewis, Bowers, and Kettunen's Clothing Construction and Wardrobe Planning, published in 1955, apparently omitted the topic altogether.

Since most information needed on credit is available locally, why not have students help to investigate? Here are some of the learning experiences students individually and collectively might find profitable.

Collect through a brief questionnaire the number of 1959 high school graduates who are now employed, full-time homemakers, or both who have or have not done any installment buying. Report percentages to the class.

Interview some of these or other available young women as to the advantages and disadvantages of buying on credit, and provide class with over-all listing of the pros and cons.

Arrange for some local adult who is experienced and unbiased about credit to act as a resource person in answering questions stimulated in students' minds by the results from questionnaires and interviews.

Invite women of different ages, such as a grandmother, mother, young married homemaker, and unmarried employee, to discuss credit on a panel.

Request a business man who sells clothes on the installment or lay-away plan to explain how to figure costs of credit and why these costs are necessary.

Credit is an economic fact of today's existence. Girls need to know that credit costs money, and why this is fair. They need to know how to figure percentage costs. Perhaps they occasionally need to experience the stress and strain of overborrowing. No lessons could be more

pertinent to current living problems of young homemakers than the patient computation of interest charges on all the types of purchases suggested by your students' records, the listing of pros and cons for installment and cash buying of each garment, and the drawing of some conclusions to guide future spending.

Students will and teacher must realize that these conclusions will have to be what one boy called the "iffy" kind. He was referring to the fact that they so often take the form, "If this is true or under these conditions, wisdom would seem to indicate this action." Absolutes are so dangerous where values enter into a picture! But the school owes each student training in making an intelligent evaluation; if he does not choose to follow his intelligence--well, that is part of the freedom we cherish. And training in spending habits, as in eating habits, cannot begin too early.

Why social responsibility?

No consumer, however smart or shrewd, can reach the highest success in living by his own individual efforts. We live in a social and economic climate which can expand our consumer opportunities or shrink them, depending on how well we take part in group action. Slowly, steadily since the 1930's, protection to consumers has been provided by governmental agencies and other organizations in increasing amounts. The Wool Labeling Act, for example, has been recently supplemented by the Textile Products Identification Act which requires labeling as to fiber content by weight of all cotton, silk, and man-made fibers.

Do your students sooner or later learn about such laws, understand what they mean, and demand the descriptions on labels before buying? If not, they have failed to take even the first step toward social responsibility. It is impossible through legislation to protect consumers of the "don't care" or "can't be bothered" variety! Or is your student trying to be a "nice guy" who has learned an "accommodative orientation" to the world without any strong ideas of his own? An extensive 1958 study in Detroit seemed to indicate that the newest trend in child rearing aims to produce such a youth.

Perhaps one of the most challenging tasks facing teachers of clothing today is to combat such a trend and to "sell" to students the social responsibility of every buyer. They can understand certain simple but basic facts. Consumers perforce must use what producers provide. Producers provide what consumers will buy, hence consumers influence what producers offer. Each purchase of an item in the market is a vote in favor of more of the same kind, hence it is imperative that consumers study qualities and values, and think when they buy in order that more worth while values will be produced.

Sources of help

To do their part in shaping the course of production and marketing, young consumers should have some understanding of current practices in the areas of textiles and clothing. They should know the components of a retail price today, and recognize that differences in price policies and costs of different producers and distributors may lead to different prices for identical articles. Do your students learn these concepts in some social science course in your high school? If they do, be thankful and do all you can to clarify and re-enforce their abstract learning through every example your course can offer.

If these aspects of economics are not offered to your students, you can only fill in the gap as best you can. In Oerke's Dress a limited amount of help may be secured from pages 218-220 and 224-231. Read critically to make sure that you identify suggestions that are not generally approved today. As might be expected, a general text such as Adventuring in Home Living, Book 2 by Hatcher and Andrews necessarily offers an even briefer introduction to the topic.

Since your college notebook may very well be out of date, try to locate a recent book on consumer problems, such as the forthcoming book by Fred T. Wilhelms with the title, Consumer Economics, promises to be. Dr. Wilhelms was the Associate Director of the Consumer Education Study of the National Association of Secondary School Principals in the 1940's, and is rated as "tops" in the area of educating high school students as consumers. Watch advertisements of the McGraw-Hill Book Company, Inc., for an early publication date.

Teaching social responsibility

Even though both you and your older students may have studied the theories of production and marketing, they cannot be truly understood until you have had some experiences in buying and have later done some thoughtful evaluation of the results. Fortunately, adolescents are having buying experiences to a greater extent and with greater independence than perhaps ever before. But the second step of evaluation of the buy is still rarely done by adolescents or adults.

An occasional, unfavorable evaluation of a product can be ignored in an era of mass production in the clothing industry. But a large volume of complaints will be given careful attention by every businessman or he will not be in business long. Because in 1951 only 5% of high school students were taking any kind of a course in economics, students cannot be expected to realize their responsibilities in an economic structure such as ours. There are many possible forms of social responsibility in which students can study and carry out under guidance. We have chosen to illustrate only one: the knowledge, thinking and action involved in justifiably returning unsatisfactory purchases.

Psychologically, all of us hate to acknowledge and dwell upon a mistake we've made. Better to bury the mistake in the back of a closet! Or loudly blame the textile producer, the manufacturer of the garment, the retailer, or even the dry cleaner! Anyone or anything except ourselves! Consequently, the first step in developing responsibility seems to be to get rid of feelings of guilt on the part of the purchaser. Accept that technological change is occurring at such a pace that unintentional errors are bound to happen almost anywhere along the line of production, marketing, purchasing, use, and care.

Questions to be asked

Know thyself! Dr. Jules Labarthe, in the September issue of the Journal of Home Economics suggests that everyone who makes a textile purchase should ultimately ask himself these questions.

Would I buy this product again?

If not, why not?

Did the product fall short in any esthetic quality that led me to accept it when I was a customer in the store?

Did the product fail in service performance when I used or consumed it?

Necessary choice-making

If it is a case of belatedly finding the selection unbecoming, for example, as in the question on esthetic quality, two choices are possible. The buyer may, for example, decide that daylight is necessary for selection of a becoming color to wear next to her skin, and follow that caution thereafter. And/or she may devise a scarf, collar or some other arrangement to reduce the unbecomingness of the color. What she really has no right to do is to return the garment to the store as unsatisfactory, because the fault was her own. Under some conditions the manager may accept the return, but the costs entailed by the return must eventually be paid by consumers.

In cases where the purchaser feels that the product has failed in service performance, she needs first to make an honest answer to the question of Dr. Labarthe, "Did I consider serviceability and care at the time of purchase, or did I just assume or expect good performance from an unlabeled and non-guaranteed product?" If a fiber or fabric, for example, has been used for a purpose for which it was never intended, the purchaser has merely added to her store of knowledge the hard way. Actually, fiber claims cannot be carried over to the final product and end use.

But if the fault lies in the product, legitimate complaints are a duty. The customer has no right to condemn a store or merchandise unless the product is returned and reported. She should realize that such returns are of mutual interest to her, the retailer, and the manufacturer. Dr. Labarthe declares failure to return is cowardly and unjust to business. Likewise, it is evidencing a lack of social responsibility toward the welfare of all consumers.

Some legitimate causes for complaint

In the hectic rush to develop so many kinds of man-made fibers, some inevitably are sold to manufacturers before end-use in garments have been fully explored. Manufacturers, too, often make up garments without such specifications as very large concerns can demand they meet. Retailers all too often fail to give adequate training to sales persons who, in turn, fail to emphasize labels' importance and the limitations as well as the advantages of the merchandise.

Here are some types of unsatisfactory purchases which justify complaints to the retailer, if they cannot be identified with the most careful examination before buying, and if proper use and care have been given the garments.

- Poor tenting of goods--pattern off-grain
- Attraction of soil which cannot be subsequently washed out
- Colors that "crock" (rub off) or fade
- Odors from finishing agents on some wash-and-wear fabrics
- Excessive shrinkage
- Failure of all parts of the garment to keep the same degree of whiteness
- Silk garments that water spot
- Knits that shrink or stretch out of shape
- Color changes in part of garment touching shoulder pads
- Fabrics that split
- Car coats and rainwear in which rubber coating peels off
- Lined dresses in which lining and dress fabric shrink differently
- Shrinkage of trimming on sanforized material in a dress

The social responsibility of the retailer

The retailer, in turn, must carry his burden of social responsibility by examining the returned merchandise and reporting every justified complaint to the manufacturer. Someone has said that we are all as lazy as we dare to be. Often the retailer feels it would be a lot easier to just refund the cost to satisfy the consumer and not bother to pack, ship, explain, etc., the troublesome article to the manufacturer. But, as Dr. Labarthe emphasizes, without such information on shortcomings, how can a garment manufacturer avoid the same bad textile purchase next season; how can the poor dye job or the incomplete finishing be pinned on the converter, or the bad fabric on the weaver, or inferior and uneven fiber on the producer?

The social responsibility of the teacher

All along the line of action for improvement, results are greatly facilitated by consideration for the feelings of others. Remember how you hate to acknowledge that the cause of trouble may lie with you? Likewise, no retailer wants to be treated as if he were a deliberate crook. Calm, objective reasonableness will meet with reasonableness.

Just as the retailer needs to work closely with the manufacturer, so should the home economics teacher with the retailer. Here are some suggestions by which she can discharge her social responsibility for improving the lot of the retailer and the consumer.

- * Educate her young consumers right up to the level that classtime and the capacity of the students permit. An intelligent consumer is a happy consumer.
- * Share with local retailers any information or experiences she may have; be reasonable in requests for loans of goods and return in good condition always.
- * Invite store personnel to discuss with a class their side of the consumer complaint picture. Such a talk with actual episodes quoted will appeal to adolescents' ideal of fair play and wield a lot of influence if the store is one well patronized and favorably known by the group.
- * Help students to understand the contributions of ready-to-wear manufacturers in adapting high fashion to the mass-produced level so that social class differences are much less evident in this country than in most other nations.
- * Understand the differences and wants and needs of economic groups and persons in different life cycles. Avoid teaching standards of quality which students are unlikely to be able to afford.
- * Insist upon consumers looking at their own mistakes in selection, use or care before being too quick to project the blame on others. Teach by example as well as precept.
- * Develop awareness of consumer practices that are unfair to a store such as financial loss due to carelessness of customers, to waste of salesperson's time, etc. Students may report upon examples observed in stores, then set up a "shoppers' creed."
- * Interpret hidden costs in production that justify higher prices. Fabric finishes are of two types, mechanical as polishing, embossing, Sanforizing and chemical, as dyeing, resin finishing, etc. Obviously, the more chemicals, processes, and labor used, the higher must be the price charged.
- * Study the effect of public demands such as elaborate services, trading stamps, sales of merchandise early in the season. One manager commented that some customers seem to want to feel they are stealing from a store or in some way being "sharp enough" to get more than their due.

- * Encourage students to watch for errors in thinking made by themselves and others concerning merchant-customer relationships. So many remarks, often emotionally weighted, will be caught as errors that students almost make a game of the search.

Do people buy on impulse?

Most authorities believe that inflation should force greater emphasis upon economy in every field. But is it? A recent cartoon pictured clerks chuckling at a man leaving a grocery store with two enormous sacks of food, yet "His wife sent him for a loaf of bread!" Girls and women are often accused of being even more susceptible to impulse buying. For instance, they know very well that they should keep as small an inventory as is practicable in order to get as much wear as possible before garments are outgrown or outmoded. Yet think of the clothes (yours and mine as well as students' and homemakers') that are discarded before being actually worn out!

Why is impulse buying so frequent?

As teachers we need to help students understand WHY they spend as they do. Here are a few possibilities.

- * Except for shoes, the over-all retail prices for clothing since 1953 have remained quite stable. Indeed, prices of clothing of man-made fibers as a group dropped 6.6% since 1953, according to Washington's Consumer Price Index. Some were sharply lower; prices of women's nylon hose dropped 14%, and girls' Orlon sweaters decreased 20%. Unconsciously women may have bought more garments than needed because of lower unit prices.
- * In dollars, personal and family incomes on the whole are the highest they have ever been. In spite of inflation, therefore, Americans tend to feel affluent, except in emergency periods like the steel strike. Naturally they are likely to give less careful attention to how they spend their clothing dollars.
- * Competition in the retail clothing business is increasing with the phenomenal development of shopping centers outside the established business areas. All merchants, wherever they may be located, feel the need for greatly increased advertising in newspapers, on TV and radio, and for offering incentives to shop nights. Desultory wandering through stores evenings may account for a lot of impulse buying by adolescents, although the intention was merely to seek entertainment.
- * D. R. Miller and G. E. Swanson in their 1958 research report, The Changing American Parent, suggest that families owning their own businesses (entrepreneurial) are becoming fewer and that those that are employed (bureaucratic) are increasing. They

postulate that we "must not overlook the possibility that the shift from entrepreneurial to bureaucratic standards will produce an increase in the number of people who have difficulty in controlling themselves. When internalized standards are no longer present and the external controls of the bureaucratized society has not yet come into full operation, the individual may be more likely to do things at the spur of uninhibited impulse." Let's try to observe to see if this sociological theory has any foundation in fact.

- * Emotions may be more involved in buying clothing than in other fields because they are seen by all women as an inexpensive way of trying to satisfy some unmet basic personality need. Few people, feeling low, can afford to go out and buy a new car, but most anybody can try to raise her morale with a new sweater. Incidentally, studies show that the favorable judgment of clothing by boys is of first importance to girls, family second, and least, the opinions of other girls in situations where emotions are involved.

How can students be helped to reduce their impulse buying?

Curiously enough, teachers have found one of the most effective methods to use is to teach students that impulse buying may be fun, but it is not sophisticated! So eager are adolescents to be accepted as adults that they will very frequently give that a higher priority than the pleasure of impulsive buying.

Leone Ann Heuer of Household Finance Corporation recommends that girls ask themselves some questions and analyze what the answers they give to them tell of their attitudes and practices. Here are a few questions suggested for the self-evaluation sheet, but each class and community will suggest others possibly even more pertinent.

A Look at Yourself

- Do you buy your clothes according to plan?
- Do you ever buy things without knowing how you'll pay for them?
- Have you ever had bills accumulate faster than you could pay for them?
- Do you insist upon facts about merchandise, rather than slogans?
- Do you decide upon the price you can afford before going to look for a garment?
- Do you usually feel satisfied that you bought the best buy for the money available?
- Do you keep a record of how you get and how you spend your money?
- Do you have trouble keeping your desires within the bounds of income?
- Do you feel that other students have more clothes than you do?
- Do you set special goals for yourself and save money to reach them?

After students have written answers to those questions pertinent to their own situation and have written such analyses as they can, the teacher may lead an impersonal group discussion on implications for all adolescents, and help students draw conclusions in the form of "guides" if generalizations are not feasible. Time for individual conferences later may be profitably used in re-interpreting and reinforcing these learnings. Individuals can thus come closer to a realization of what they really want out of their incomes.

What learning experiences will both interest and teach?

The degree of success of any class depends upon the thoroughness with which students and teacher understand and agree upon their goals, and the care and imagination used in carrying out procedures. Cooperative planning with students, teacher, and, if possible, some parents participating will greatly facilitate the first. And, believe it or not, also help tremendously with developing effective procedures. But a certain amount of pre-planning on the part of the teacher is always essential to the most successful cooperative work.

Every modern text suggests problems for student solution at the close of each chapter. Assemble what books you have on hand and read these suggestions when doing your pre-planning. Because Hazel Shultz's text, The Young Consumer, is a 1948 book, you might fail to look at what is still a gold mine of ideas for teaching on pages 247-265, plus the questions on page 194.

Following are a variety of learning experiences collected from here and there. Perhaps some will offer a new slant on a familiar method or an idea that you and your students can develop in achieving the outcomes you seek. Satisfaction from the procedures will be in direct proportion to the degree to which they contribute to progress toward accomplishing these outcomes.

- * Each of the students and the teacher can agree to wear their oldest presentable garment on a certain day and try to present an analysis of WHY each has given such satisfying wear. Or each may bring her very worst buy and offer possible reasons for her error in judgment. "White Elephant Day" is for bringing to class misfits from each person's wardrobe. Occasionally a little private trading may occur during such a lesson!
- * Develop logical steps to follow in planning and selecting additions to the wardrobe. Elizabeth Dickenson, State Home Demonstration Office, Florida State University, Tallahassee, might be willing to loan if not able to give you a copy of her delightful three-page "Buying Clothes--A Family Game" which you could duplicate for each student, and encourage her to take it home and use for herself or, better yet, with all her family participating.

- * Evaluate advertisements until students can recognize and reduce their own tendencies to yield to thoughtlessness or personal bias. A good test of achievement is to ask them to rewrite an advertisement so that it would be direct, truthful, and offer all information that would be educationally valuable.
- * Borrow several size 14 garments in different price ranges to explore variations in sizes of ready-made clothing. Is there any observable relation between price and size? How do 14 dresses compare in size with shells made from different commercial patterns in size 14?
- * Students may be given an opportunity to examine a whole group of slips or some other garment from which both price tags and labels have been removed. First they may be asked to check each, using the form developed in class, then to assign their ideas of what the price of each garment should be, and go on record as to which is the "best buy." Finally, when price tags and labels have been restored, they can evaluate their own ability to recognize "seen" and "unseen" qualities. After such an experience, labels are appreciated, but prices recognized as dependent upon many factors.
- * Test the truth of statements found in magazines, newspapers, etc., designed to give helpful advice to women buyers. Here are two to start on.

"Consider carefully the price of your garment in relation to what you are getting. Sometimes by paying a dollar or two more you will get twice as much in value by getting over into another price group of better values."

"The customer often receives better value from the lowest price range carried by a quality store than from the highest price range (often about the same) carried by a store carrying cheaper merchandise."
- * Take a field trip to a textile mill to observe processes in the production of fibers and fabrics, and one to a factory where garments are being made. If these are too distant, substitute films. But do not make the mistake of scorning, let us say, an overall or glove factory, for students can obtain vivid images of most mass production processes even at a small concern. Ask the manager to explain how he buys supplies by specifications, how he is able to reduce costs as compared to home production, and how he arrives at the minimum and maximum quality that he can sell with profit to himself and satisfaction to the consumer.

- * Each student, or in large classes two students, may make a study of some frequently purchased garment. In addition to the excellent material to be found in texts and references, the local market should be explored to bring the "book" material up to date. Results might be shared in one or more of the following ways.

Check lists may be duplicated on 3 x 5 cards for everyone to use when going shopping for the garment.

"Pretend" TV or radio programs may present the guides most essential to know about each garment.

Performance tests may be prepared by each "specialist" on her garment, using different illustrative material from that employed in her presentation. Audience inattention is reduced, and the inevitable class discussion following each test serves to clarify and reinforce learning.

- * An interesting variation of the usual style show of school-made garments may consist of ready-made selections modeled to illustrate the "guides" or check lists prepared by the students. Since it is often difficult to locate a garment that satisfactorily meets all criteria, the teacher needs to help the speakers describe the weak points tactfully, objectively, and with justice to the retailer who loaned the garments.
- * A study of textiles now on the market could be accomplished through a similar division of labor. Since more new textiles have been developed in the last ten years than in the preceding two thousand, only those of greatest usefulness should be included. As always, teaching less but teaching better is a good plan.
- * Individuals may volunteer to buy and wear two undergarments at different prices or of different brands. These may be anklets, bras, slips. Each should keep a wearability record accurate enough that relative advantages and disadvantages will be clear. Reasons for differences will need to be explored for there are apt to be greater variations between girls than between garments due to differences in their physique, activities, care given to article, etc.
- * Students may divide the labor of collecting a single ensemble or a whole wardrobe for persons at different ages and stages in a life cycle. The extent of this project would be governed by the ability of the students and the time and facilities available. Prices of garments should be kept low to medium. Students thus see themselves in future roles of wife and mother and come to understand how role influences choices in amount and kind of clothing.

* A "question box" collection of relatives' and neighbors' problem in buying clothing today is often more practical than the former method of inviting persons to visit class and participate in a panel discussion. Students may choose questions for exploration in recent literature, investigate choices in local markets, present proposed answers for class approval (and education) before sharing suggestions with the questioner. Practice and more practice in the steps of problem solving are essential in developing the ability to attack new and different situations in adolescents' future.

* Mr. Hugh Muncy of the Education Division of the Illinois Retail Merchants' Association, 36 S. Wabash Avenue, Chicago 3, offers upon request help in organizing a Teen-age Consumer Council. FHA members in one or more chapters, with advisers, meet to set up educational goals, tour selected stores, carry out various investigations in consumer buying, and meet together again to share their findings.

How can we keep illustrative materials up to date?

We all recognize that in teaching the aesthetic and economic problems in selecting clothing, the essential characteristic is that all teaching materials be up to date. Current fashion stimulates interest in students and promotes transfer of learning because of identical elements. Current market offerings must be constantly studied by teachers because of the almost unbelievable speed with which technology changes the apparel picture. For the past few years teen-age styles have remained fairly basic because of the emphasis upon casual clothing, and the over-all cost of teen-age clothing has also remained fairly stable. Fabrics and hence techniques of workmanship, however, promise to be in a state of rapid change for several years.

You will note that the learning experiences suggested assume close working relations with local stores. The Illinois Retail Merchants Association tries to promote generous cooperation of member stores with each local home economics teacher and her students. Whenever teachers and retailers work together as partners, both profit. To maintain such relationships, a teacher needs to be considerate and reasonable in her requests for field trips, talks, demonstrations, and (most important of all) loans of new goods. To return articles promptly and in the same condition in which they were received seems a self-evident requirement. But not all teachers have succeeded in doing this. If a retailer demands that a teacher have all loans charged to her own account as "on approval" until garments have been satisfactorily returned, that appears to be only fair--and remarkable for developing character in "dere teacher!"

Borrowing or buying real articles helps

We'll grant that borrowing articles is always a responsibility, and a special headache when students do the borrowing. But sometimes you have to impose upon the good nature of friends and relatives, so necessary is

it to have real articles for study. Equal care can be taken of such loans as those from the store. But it is often embarrassing if not impossible to ask the price paid. And adults' selections represent needs in a different period of the life cycle, hence are usually not quite right for teen-agers' study.

As you know, the Susquehanna Waist Company of Upland, Pa. has been generous in offering a demonstration Ship 'n Shore blouse as well as a loan of an excellent 20-minute color film to show mass production methods in the field of fashion, in case you have no factory near enough to visit. The Formfit Company is offering a free bra as well as their 1958 color film strip. But this type of interpretation by companies has been rare. Perhaps it proved to be too expensive or was unduly exploited.

But must clothing classes beg or borrow because food supplies tend to absorb all the school budget? This distribution of funds is traditional, but is it wise today? With styles and prices of teen-age clothing relatively stable, are we not justified in actually purchasing a few articles for the department each year?

To be sure, the very best thinking of teachers and students would be required in selection. Garments should represent most commonly purchased articles of clothing, stable styles, moderate to low costs, and as many good and poor buymanship points as possible. The last is not as difficult as it may sound, because no one garment is likely to be all good or all poor in its qualifications.

A 1959 bulletin from the American Home Economics Association

This publication, Source List of Educational Materials in Textiles, Apparel, Grooming and Home Furnishings, can be obtained from the AHEA Headquarters, 1600 Twentieth Street N. W., Washington 9, D. C. for fifty cents. It offers in organized form in one bulletin a reasonably complete list of free or inexpensive visual aids, printed matter, and miscellaneous helps.

In many instances you will wish to write directly to the person and address given, not only for more complete descriptions but also for prices. Be sure that you do not already have in your department or have sent in a coupon for the same material. Duplication of requests is obviously wasteful and unfair to the commercial company.

Speaking personally

May we add a few comments about some favorites of ours, please? We find the J. C. Penney services especially valuable because film strips, textile bulletins and fashion booklets with swatches are kept up to date. Have you seen the 1959 edition of Modern Fibers and Fabrics which was recommended by an Extension specialist in clothing as the best textile bulletin available? And do borrow their new "Patty Perfect" color film strip, "Line in Your Wardrobe," complete with teacher's commentary! We make constant and profitable use of our catalogs from the largest mail-order companies when studying all aspects of buymanship, as well as of their loan exhibits and pamphlets.

We especially appreciate the emphasis upon mutual responsibilities of consumers and dry cleaners in the 15-minute color film strip with script or with a 33 rpm sound record, "One Hour for Connie," when we are trying to teach social responsibility. This is for sale by the Dow Chemical Company, Midland, Michigan, the silent version with script costing \$2.50 and the sound record version \$4.50. The teacher's guide and supplementary student booklets sent free with an order were prepared by an excellent teacher educator in home economics.

When teaching money management in clothing selection, we like to use A Miss and Her Money, made available in the classroom as a "teaser" when you are about to move on from the very popular aesthetic aspects of clothing selection to the somewhat more sober topic of getting your dreams within your budget. This is one of the many publications on money matters sent free by the Institute of Life Insurance, 488 Madison Ave., New York 22, N. Y. And be sure to secure the brand new money management bulletin, Your Clothing Dollar, (10 cents) from Household Finance Corporation, Prudential Plaza, Chicago 1, Illinois. With this will come a complete listing of the other bulletins and free-loan filmstrips so well prepared by Miss Heuer and her staff. Two of the pertinent color films help greatly when trying to shift older students' interest from their own problems to a family's problems. These are "A New Look at Budgeting" and "Make Sense with Your Clothing Dollar."

We would also like to suggest that you make a friendly visit to your County Extension Office to look over the state and federal publications in your home adviser's collection. The federal government seems to find revisions difficult to prepare, but we believe that you will find much use for even such bulletins as Buying Sweaters for the Family (1952), Leather Shoes: Selection and Care (1952), and Clothing Fabrics: Facts for Consumer Education (1957) because of the numerous and clear photographs which come through splendidly for even the largest class if an opaque projector is used.

Recent books and course of study

In Volume 11, No. 9 you will find information on clothing and consumer buying references on pages 43-45 and a listing of general texts for junior and senior high school students on page 51. We'd also like to take this opportunity of correcting two errors in the distribution of asterisks on page 51. As you no doubt figured out long ago, Hatcher and Andrews' Book II is for older adolescents while McDermott and Nicholas' Book I is for the younger students.

A revised edition of Byrta Carson's text has just come off the press in a delectable cover--and the inside contents are just as fine. Same title, same publisher, but the list price is now \$4.36 list and \$3.27 net to schools. The McGraw-Hill Book Company, you know, sells eight filmstrips correlated with this text which students enjoy using.

Few secondary courses of study are devoted to only one aspect of teaching home economics, and some of those prepared are not available for purchase. Two fairly recent courses that can be bought are given on the following page.

A Guide for Developing a Curriculum in Clothing. 1956. \$1.00.
College Book Store, Ames, Iowa.

Resource Units in Clothing and Textiles. 1959. \$1.25. W. R.
McIntosh, Superintendent of Rockford Public Schools, Rockford, Ill.

Content in teaching clothing selection

Content in the aesthetic aspects of clothing offers a relatively easy problem to teachers, because they can teach about the same art principles and applications as they themselves were taught in school. In spite of the fickleness of fashion and the fact that "beauty is in the eye of the beholder," the facts and principles of beauty remain true.

Apparently teachers feel secure in their competence to teach care, also. Certainly they are deluged with charts of directions on the cleaning of modern fabrics, plus the advantage of increasingly detailed labels or descriptions provided by manufacturers of ready-to-wear.

On economic and technical or scientific aspects of clothing selection teachers reported that they felt ill-prepared in subject matter. This is no reflection on their training. It simply reinforces the fact that every consumer--teacher, student, homemaker--faces the job of continuous learning with no relief in sight. The ability to think through new and very different problems at an accelerated pace is unmistakably the only defensible education for the future.

A study of semantics aids the ability to think

At the end of every chapter of Jones and Burnham's Junior Homemaking (1958) appears a vocabulary test for self-evaluation by students. For example, note the one on page 360 that is concerned with buying clothes. This emphasis on language in our "practical" field came about as we recognized that we think with words. Nor can we communicate discriminately unless we have a common and accurate comprehension of the meaning of words. The scientific study of the meanings of words is known as "Semantics."

In the October, 1959 issue of the Journal of Home Economics, Mrs. Barnes of SIU reports on vocabulary difficulties of college students. Seemingly we should be deliberately taking time to teach at every educational level the vocabulary we too often blithely take for granted. Consider these procedures.

- Identify each unfamiliar but essential word in a lesson.
- Teach the spelling, pronunciation, definition or meaning.
- Apply to make sure meaning is understood.
- Review through frequent correct use in and outside of class.
- Incorporate into tests to insure later retention.

Do you have any idea of the time required to thoroughly teach a new term to a class of average ability? You may be surprised, even dismayed! BUT IT MUST BE DONE! Moreover, we must require students to frequently

express their thinking on paper in order to increase ability to communicate. And such papers must be studied by teachers if we are to be able to diagnose successfully individuals' strengths and weaknesses in thinking.

Are you thinking rebelliously, "But that's the responsibility of an English teacher! We do things!" To develop students' ability to think up to the level of each person's capacity is going to require every teacher to contribute to achievement of this necessary goal of public education. Undoubtedly we shall have to reassess what we have been doing, give more than lip service to identifying minimum essentials, and redistribute our time to include practice in comprehending and using accurately the language of our field.

Perception, another constant in thinking

Perception includes not only what we become aware of through our five senses, but also what our minds make of what we see, hear, taste, smell or feel. Physical acuity of these senses is important; even more individual and vital are the interpretations, because they are influenced by what we have learned earlier and our emotional reactions to that learning. For instance, your eye may register colors as warm or cool, your previous learning may provide the accepted terminology, but your emotional reaction may be more favorable to one than to another because of something in your personal background.

Let's agree with the psychologists, then, that all perception is individually colored by our personal experiences. Since perception is the first step in thinking, you can at once understand why your students display so many different outcomes from the same lesson. Let's say that you have a particular antipathy to long, heavy pendant earrings. Perhaps they seem to shorten and thicken your neck? Do you think you can conceal this feeling when teaching a lesson on jewelry? Don't forget students are said to study the teacher as much as the subject matter! Still, when a school leader acquires a showy set, you observe even the shortest and heaviest of your students breezily adopting the fad. Physically and intellectually they recognize their effect on appearance; emotionally they value conforming to the peer group. Emotions influence all our behaviors far more than we care to admit.

Perceptual and associative thinking

As the description of "perception" indicates, these two processes are usually likely to occur together, hence will be treated together here. Many teachers cultivate a habit of window shopping in their students in the hope of building a continuing awareness to fashion. Window shopping can also serve as revealing self-evaluation of observation and retention. If your major purpose is to test perception of individuals, your assignment may encourage individuals to take notes, if they like, while viewing the window. If your purpose is to test retention primarily, you may give class time for writing reports.

KEEPING UP TO DATE IN NUTRITION

Harriet Barto
University of Illinois

You home economics teachers have an opportunity to influence your students and their parents in respect to their attitudes toward food, and to develop an appreciation of the important relation between good nutrition and good health.

Because of your training in foods and nutrition, people with whom you come in contact expect you to be up to date and accurate in your answers to their questions. Busy though you are, this is your responsibility and your chance to be of service.

As you well know, research is producing new facts about foods and about our nutritional needs, and information on the effects of new methods of processing foods on their nutritive value. This will be confusing to you unless you make a constant effort to keep up to date, and to distinguish between fact and theory, and between fact and fallacious claims sometimes made by some advertisers of food products.

Here are some of the questions which people may ask you, as they read material which has appeared recently in newspapers, magazines, and advertisements:

- Q. I have found advertisements which refer to poly-unsaturated fats and saturated fats. What are they?
- A. The fatty acids found in food fats are mainly long chains of carbon atoms, linked together. These linkages are called bonds. The chemical element carbon has four valences; i.e., it can be linked to four other elements. In saturated fatty acids, each carbon is linked either to another carbon atom or to hydrogen atoms. Unsaturated fatty acids have one or more carbon atoms which are lacking in the number of hydrogen atoms which the carbon atom could hold. At these points, there is a double linkage between two carbon atoms; this is called a double bond. A poly-unsaturated fatty acid has several double bonds. A saturated fatty acid has no double bonds between carbon atoms.

The hardness of a fat depends to a large extent on the amount of saturated fatty acids the fat contains. Very soft fats and liquid fats (oils) contain more unsaturated fatty acids than do hard fats. The animal fats have more saturated fatty acids than do the vegetable oils, other than coconut oil.

"Hydrogenation of liquid fats" refers to the process of adding hydrogen to the double bonds of unsaturated fatty acids to make them more saturated. This makes the fat more solid (harder).

- Q. Are poly-unsaturated fats better for you than saturated fats?
- A. You will notice that discussions of "good" and "bad" kinds of fat always refer to the effect they may have on the heart, and, in these statements, these terms are used: cholesterol, atherosclerosis, and coronary heart disease.

Cholesterol is not a fat. It is fat-like compound found in the blood and other body tissues. It is always present. The body makes it from other substances. Many foods, very good foods, too, contain cholesterol in varying amounts. So we get cholesterol from food, and we also manufacture it.

If, for any reason, the amount of cholesterol in the blood reaches abnormally high levels, some of it is deposited in the walls of the arteries, and the space between the arterial walls is narrowed. This thickening and structural change in the walls is called atherosclerosis. When it occurs in the coronary arteries, which bring blood to the muscles of the heart, that organ is starved for nourishment because of the diminished flow of blood through the narrowed arteries; the result may be coronary heart disease.

One of the causes of atherosclerosis may be the amount of fat in the diet; another cause may be the kind of fat which predominates.

Foods which are rich in saturated fatty acids, if eaten in generous amounts, tend to increase the amount of cholesterol in the blood. Most of the oils (liquid fats) are rich in unsaturated fatty acids, and have no such effect. Some experiments indicate that these oils even tend to decrease the amount of blood cholesterol.

- Q. Is it true that foods grown on "poor" soil (depleted by repeated cropping) are low in nutritive value?
- A. There is no scientific basis for this claim. Poor soil does not produce as large yields as "rich" or fertilized soil, but the nutritive value of the food is not affected by the soil.

You undoubtedly encounter many strange "notions" about foods and diets, and you probably wish to be able to refer to an authority to help you answer questions based on the notions. I recommend to you a sound and carefully prepared booklet, which will help you distinguish between fact and fancy. The title is Food Facts Talk Back. It is published by the American Dietetic Association, 620 North Michigan Avenue, Chicago 11, Illinois. The price is fifty cents.

Another aid, and a good thing for you to own, is a 1958 leaflet prepared by the Food and Drug Administration, United States Department of Health, Education and Welfare, Washington, 25, D. C. Its title is Food Facts versus Food Fallacies. It is free.

Analysis of these written reports is interesting to both teacher and students. What differences will be found? What implications for teaching?

An extensive to limited vocabulary, used more or less discriminatingly.
Acuteness of perception ranging from a vague whole to specific details.

Emotional reactions concentrating on own interests if in the market for a garment or personal preferences in colors and styles shown.

Selective comparison of articles, more or less objectively done.

Classification, more or less logically organized in written report.

Inductive-deductive problem solving

Making clear to students exactly what steps in thinking they are doing when they solve problems, what are their individual weaknesses and strengths in each process, is equally worthwhile but not quite so simple. In her pre-planning, the teacher has to analyze the process or processes of thinking involved in each learning experience.

Let us analyze the processes involved in the study of "vat-dyed" made by a senior high school class. The curiosity of one student had been aroused through some perceptual and associative thinking after discovering the photograph on page 257 in the text, Clothing Construction and Wardrobe Planning by Lewis, Bowers and Kettunen. Appalled at the amounts of bleeding from the socks pictured, she raised the problem "How can a buyer tell if a dye will come out?"

Accepting the problem as worth investigating, class members felt a need for information. Some agreed to look at the available references, some to talk to informed persons, one planned to ask her mother to confirm her flat statement that "vat-dyed materials never fade." The teacher suggested that two girls make use of the chemicals and all the necessary equipment which had been sent to her for just such a lesson by the Vat Dye Institute, Inc., Department TT, 350 Fifth Ave., New York 1, N.Y.

The next day two girls first presented their experiment to show release of dye, then the four steps in vat dyeing. Equipped with a clear mental image of the process of dyeing, the students pooled their accumulated information. Comparison and organization followed. Then one enterprising youngster produced a fall and winter catalog of Sears, Roebuck and Company. She quoted from page 1584 that vat dyed represented the "best obtainable color-fastness" but pointed out the detail with which five degrees of washability were used to describe the Sears garments. The student who had talked with her mother also reported that her mother was not satisfied with the "vat dyed" alone, but selected on the basis of washability guarantees on labels or in a catalog. Weighing all this information, the class felt that they were warranted in concluding that "Printed statements on color-fastness, under given conditions, are more dependable guides than is the term 'vat dyed'."

You will recall that in "Thinking: A Preview and a Promise" warning was given that thinking cannot be expected to always follow an exact, prescribed pattern. The unexpected introduction of the Sears catalog

was truly a break in solving the problem, and would not have been apt to occur if the emotional climate of the classroom had not been friendly to innovations with an idea. A similar environment is necessary for students to feel free to try out tentative solutions to problems and to report results back to the class. Paradoxical as it may seem, the scientific attitude thrives best in an accepting emotional climate.

Teaching critical thinking

Whether the secrets of smart personal buying are being taught in the earlier grades or the more complex consumer problems faced by a family in the later grades, label study is a must. Opportunities for practice in critical thinking in this area, therefore, occur constantly.

Let us consider some of these opportunities. The articles studied may vary; the processes in critical thinking will be repeated until at least a safety minimum of competence is attained by every student.

1. Develop or review a check list on what a good label should offer.
2. Examine three similar articles with descriptions in some form.
3. Rate each of these on the check list developed.
4. Select one of these articles and write for it an "ideal" label.
5. Compare results, including reasons for
 - Judgments made in checking
 - Originals created as "ideal" labels
6. Identify in these discussed examples of thinking
 - Where intellect dominated
 - Where personal values influenced

If the class has had considerable experience with the processes of thinking or the ability level of students is high, they may well be led to explore answers to such questions as (1) Who "approves?" (2) Where was it tested? (3) What tests were made? (4) How did it perform in tests? (5) For what is it "certified?" (6) What organization is back of the "guarantee?" Judging the logic of answers to such questions offers an advanced challenge.

Teaching creative thinking

The need for creative expression is basic to all human beings. For far too long home economics teachers have thought of construction of articles as the only way that a girl could express herself. Now we realize that selection of ready-made clothing and accessories has equal or more challenges and possibilities for creativity.

Assembling an ensemble, pretend or real, pictures or actual garments, provides a satisfying outlet for such expression. If consumption is to be effective for self-realization, it must be individualized within the limitations of the teen-age social pattern and of the money available. How can we help students realize that the social pattern has a "loose fit"? That imagination can sparkle up a minimum wardrobe?

The challenge of differences in values

We have all encountered the charge that home economists tend to hold and impose upon others the standards and values of the upper middle class. What do we do to give that impression to students in clothing classes? Do we seem to condemn a student for liking something different from our ideas? Are we too narrowly conventional? Are we unduly inclined to evaluate quality in terms of adult tastes and standards? In terms of the dollar cost?

In knowledge there is power--yes, even to change ourselves. Let's examine teen-agers' hierarchy of values and try to understand the drives and motives operating at different age levels. Under such conditions would we choose quality before quantity? Can we not recognize that casual living patterns have given a universal approach to clothing choices so that class or "quality" distinctions are not much evident? Indeed, any clothing budget today above the level of the direst poverty provides for goods and services that would have been considered luxuries a half century ago.

Students need access to the same kind of study of values so that they, too, may develop an interest in, rather than an antagonism to, individual differences. Help them to perceive their own values by figuring out the "deep-down" reasons for their buying habits. An understanding of clothing choices made by persons outside their own group can come next. Perhaps this understanding could include why a home economics teacher seems to their eyes to be so "fussy."

Clothing is really only one minor way to win social approval. How can we and our students learn to realize that there are important aspects of life beyond clothes? Why not try a widely publicized episode for placing clothing in a proper perspective? A New York woman reporter, accompanying the Khrushchev tour, wrote such scathingly sarcastic comments on Mrs. K's clothes that her editor was flooded with violent protests from his subscribers. To express his sentiments toward his reporter's sense of values, the editor published these protests and recalled her from the tour.

For example, one comment had been, "It would be difficult to find clothes comparable to hers in the waiting room of a New York employment agency for domestic help." In reply Marya Mannes wrote in The Reporter, October 1, 1959 a short poem of which these are the concluding lines.

Judgment

. . . . "What matter if a woman loves her home,
 Her man and children, if she cannot dress?
 The poor Khrushcheva learned to speak our tongue,
 She smiled as mothers do, and listened well;
 Her features said her life was hard and long,
 Her body spoke more than her words could tell.
 Pity not her but ladies of the press
 Who rate a people by the way they dress."

ILLINOIS TEACHER

HOME ECONOMICS
EDUCATION
UNIVERSITY OF ILLINOIS



Star Feature

TEACHING ECONOMIC CONCEPTS
WITHIN THE HOMEMAKING PROGRAM

URBANA ○
ILLINOIS

	Page
Economic Changes Affecting the Family	101
What is Meant by Economic Education?	106
Mary and Her Money	114
The Family Comes Next	124
Some Questions and Answers on Laundering Practices and Wash and Wear Clothes	145



TEACHING ECONOMIC CONCEPTS WITHIN THE HOMEMAKING PROGRAM

Dorothy Keenan
University of Illinois

All of us are aware of the many changes which have taken place in American life. In past issues of the Illinois Teacher, we have often talked about the meaning of these changes in terms of various subject areas of home economics. We believe that teachers who are conscious of the vast differences between present and past conditions, will be better able to adapt their teaching to apply to current situations. Therefore, as we begin to think about ways of incorporating basic economic understandings into our program, it might be profitable to recall some of the changes which have influenced family life in this area.

Economic Changes Affecting the Family

We are now an urban people.

Fewer than 12% of the population now live on farms, and the percentage is dropping steadily. Modern methods of producing and processing food make it possible for our great nation to be fed, and fed well (even over fed!) by a small force of workers. And farming has become more and more a business similar to other businesses, and less a "way of life" with distinctive characteristics.

The movement of people is not toward the city as such, but to the rapidly growing "suburban fringe" areas. Families who live in a given suburb are usually very similar in social and economic status and at about the same stage in the family life cycle. Many of them will not remain in one place very long, for we are also a mobile people. At the time of the last census (1950) almost one person in five moved within a twelve-month period. Children today settle down in the community where they were born, less and less frequently.

We are an affluent people.

The number of products available for our use has increased tremendously. New materials have replaced old, and a great increase has occurred in the degree of processing given many goods. The problems of distribution and consumption now are greater than problems of production. Advertising as a force in the promotion of a high level of consumption has become "big business" in itself. Legislation to protect consumers from deception and misrepresentation has been greatly improved, but the need for protection from sales pressure is a growing problem, and in this area we seem to have made little or no progress.

We, as individual consumers, have and use more things.

This condition has been made possible, not only by the technological advancements which have made the goods available, but also by a growing use of consumer credit. For better or for worse, a changed

attitude toward credit has become part of our way of thinking. In 1958, the amount of credit outstanding was over nine times as large as in 1943. Some of this is a mere substitution of one expense for another. Payments on a mortgage are substituted for rent payments, or those on an automatic washer for laundry bills, etc. However, many families find themselves over extending their resources and need help in reconciling their wants with the realities of their financial situation.

The increasing number of products owned and the complexity of these products mean that there are increasing costs for service to maintain them in operation. Some believe that the "appliance replacement" plan, with which home economists are familiar, will eventually be adapted for use in the home. Manufacturers would then rent most appliances, service them, and replace them periodically with new models.

Our incomes are more secure

A number of factors contribute here. Labor unions have negotiated with management and arrived at contracts which maintain greater stability of wages and employment. The social security and unemployment insurance programs are supplemented by private pension and retirement plans, and there is an increasing volume of privately held sickness, accident and hospital insurance. In general, though, public responsibility for maintaining a minimum income has tended to increase. This has resulted in a reduction in the responsibility which families feel for the support of the aged and dependent and even for that of children.

In spite of these developments, fears about the security of income are still prevalent. A major cause for concern is inflation--the danger that a rate of income assured in one year and savings made from it will, year by year, shrink in purchasing power. Since 1940, salaries have risen more than the cost of living, but the purchasing power of the dollar is less than half of what it was in 1935.

Our incomes have become larger and more equally distributed

In 1940 about one-third of all American families had incomes under \$2000; today only half as many must attempt to maintain a home with this sum. The average family income has moved up steadily. The numbers of the very rich and the very poor have declined. We are becoming more and more a "middle-class" nation, and our middle-class level of living is higher than ever before.

Some observers feel that Americans have become more class-conscious, as they have moved up economically.

We have more leisure time than ever before

As automation and mechanization of industry have occurred, and as the nation has become more prosperous, less production is needed from each individual worker. Individuals have shorter work hours, with time in which to consume more goods, particularly those of a recreational nature. Most

of the labor force now has paid vacations, during which they can engage in even more spending of an avocational type. It has been observed, however, that Americans tend to be unsatisfied unless they are absorbed in making money. Many persons, when hours of work are cut, do not use their free time for leisure activities, but instead, take on other jobs. At present one in twenty of the work force hold such extra jobs. Dan W. Dodson, Director of the Center for Human Relations and Community Studies at New York University suggests that, "Basic value changes in the American character will have to be effected if shorter hours are to be useful in spreading work."

Of course, there are also those who are out of work because of technological advancement, labor troubles, etc., and who cannot consider their enforced idleness as leisure.

Women make up a large share of the labor force.

Figures from the Bureau of Labor Statistics tell us that one-third of all workers are women, and that one-third of all women who work are also in the midst of their child-bearing and child-rearing years. Once a wife's manner of contributing to the money income of the family consisted largely of agricultural activities, assistance with a family enterprise such as a store or restaurant, industrial home work, or the keeping of boarders or lodgers. Now it consists chiefly of earning outside of the family environment. Margaret Reid, a home economist in the department of economics at the University of Chicago, suggests that, with this change, the wife's contribution has increased in importance, along with her degree of economic independence, her participation in family financial affairs and her legal rights and responsibilities.

Children also earn, though less often. There is an increasing tendency to regard their earnings as separate from the general family income. Thus children, and sometimes women, too, frequently think of their earnings as "independent" money, to be spent according to personal needs and desires, rather than for the welfare of the family as a whole.

What Do These Changes Mean For the Family?

Speaking at the 50th Anniversary Meeting of the American Home Economics Convention, held last June, Dr. Reid said,

"Families still are--and ever have been and ever will be--concerned about having adequate income, providing for emergencies of certain kinds, choosing the combination of products and leisure that best contributes to their goals, buying efficiently, managing funds saved so that there will be a satisfactory reserve or an upward stepping stone for their children. The specific problems, the lines of suitable action, and the knowledge needed for wise decisions have, however, changed."

Keeping this in mind, we might list a few of the effects which the changes already discussed have had on families.

1. There are now fewer differences in consumption patterns between rural and urban households.
2. Families are now primarily consuming units, rather than producing units.
3. Today's families frequently go through the process of uprooting themselves from one location and establishing a home in another.
4. Many families live where they are surrounded by families in similar circumstances and pressures for conformity to the "group norm" in economic behavior are great.
5. Making choices among a vast variety of available goods has become a confusing necessity for all families.
6. Increasing expenditures are necessary for maintenance of the large numbers of durable goods found in the average household.
7. Many families operate largely on a credit basis.
8. As incomes have risen, families have not chosen to save more, but rather to upgrade their standard of living.
9. Families and individuals have difficulty in making profitable use of increased leisure.
10. Many families operate with a part-time mother and practically every woman can expect to spend part of her life working outside of her home.

Certainly conditions such as these call for new knowledge and skills on the part of family members. Caution in throwing out the old, however, is a wise practice. If you teach in a rural area, you may be aware that your students wear the same kind of clothes, read the same "teen-type" magazines, and watch the same TV programs, as students in a near by city. But do they also have the same needs in homemaking education? We should be careful not to make hasty generalizations as to this point. Your particular community may still preserve food by canning, do a lot of home sewing, and close off second floors in winter!

Similarly, some of the other economic conditions discussed above may not be evident in your location. But it is likely that most of them will be. You, as a teacher, need to know what the situation is. Valuable clues may be gained from:

home visits
 student questionnaires
 community surveys

adult classes
 attendance at community affairs
 evaluation of class work by parents, as well as by teacher and students.

But assuming that you have studied your community to see that it fits the general pattern, are there not some implications for your teaching in these changes? Should you, for example, be emphasizing:

1. consumption practices and choice making rather than only construction from "scratch"?
2. awareness of, and reflection about, personal values?
3. techniques of adapting to changing conditions without losing one's individuality or discarding one's thoughtfully accepted values?
4. intangible factors which give the feeling of "home," rather than the material setting?
5. the ability to develop constructive working relationships, at least, with those who differ widely in background and standards.
6. establishment of criteria on which to base judgments and make choices in many types of situations?
7. care of equipment and supplies so as to lessen the aggravations and the expense of things that don't "work" properly?
8. the wise use, and the dangers of abuse, of credit in all its forms?
9. creativeness and broader purpose in the carrying out of household activities?
10. skills and interests which can be developed into satisfying leisure-time pursuits?
11. managerial skills and the ability to consider a variety of factors in making plans?
12. the formulation of long-range goals for personal and family achievements, as well as more immediate goals?

Many useful concepts and skills which can help with the attainment of such objectives can be grouped under the heading of "economic education."

What Is Meant By Economic Education?

The dictionary defines "economics" as "the science that investigates the conditions and laws affecting the production, distribution and consumption of wealth."

Our American society has expanded and prospered under an economic system based on the principle of free enterprise; a principle which has, however, been greatly modified in recent years. The United States is also a democracy where all citizens share responsibility for maintaining the financial stability of the system and for promoting a satisfactory standard of living for all. It would seem, then, that we should want, for all of our young people:

- a. an understanding of the organization and operation of our economic system--i.e., "the conditions and laws affecting the production, distribution and consumption of wealth."
- b. the ability to manage their own resources so as to obtain optimum satisfaction from the resources available to them in the light of the conditions and welfare of the total society.

In the past the school has given little attention to these economic aspects of living. Perhaps not much was needed when economic life was less complex. But today the challenge of educating our young people for economic efficiency is being accepted by more and more teachers. These educators agree that economic concepts and the principles of managing personal income can be taught, and they are working out techniques of presentation to use at various grade levels. They are convinced especially, that no one is born with the ability to manage money. Like all other skills, it must be learned.

Major Economic Topics To Be Studied

It is felt that all citizens need information in such areas as the following:

- A. Characteristics and Operation of the Economic System
- B. The Role of the Individual in the American Economy
- C. Sources of Income
- D. Money and Monetary Policy
- E. Taxation and Tax Policy
- F. The Functions of Banks and Banking Services
- G. Planning the Use of Income
- H. The Use of Consumer Credit
- I. Insurance of All Types
- J. Ways of Saving
- K. Investments
- L. Estate Planning
- M. Buying or Renting and Maintaining a Home
- N. Choosing Other Goods and Services
- O. Social Security, Retirement and Pension Plans

It is easy to see that some of these topics fit very naturally into the homemaking program, while others would be better left to other subject matter areas. It is advisable to make a survey of what is already being done in a given school before setting out to make course changes. If it is found that many of the above topics are being neglected, the home-making teacher might work with other departments to organize a semester course covering the material. Such "interest courses" have worked out well in a number of schools where they are often elected as fifth subjects by college-bound students.

Family living classes, already in operation in many schools, can include many of the suggested topics. Additional emphasis on the financial aspects of family life can easily be justified since studies indicate that a very high percentage of all family difficulties have their roots in money problems.

Because we assume that most teachers will want to try to include economic concepts within the framework of the regular homemaking classes, the rest of this article will attempt to suggest some ways of accomplishing this objective. Ways to encourage thinking in relation to the everyday problems of the economic order will receive special emphasis.

First Things First

A very important step in planning for good teaching is that of setting up clearly formulated goals or objectives. Before selecting these, however, it is wise to decide on the basic understandings which one will try to get across. Otherwise, we run the risk of haphazardly chosen goals. Furthermore, the pursuit of a goal which grows out of a basic understanding is more likely to contribute to the students' grasp of that particular understanding.

As many teachers who have struggled with the task know, formulating lists of understandings which are really basic is by no means easy. The number decided on for a given unit will be quite small. It is also desirable to arrange them in a logical sequence for teaching purposes.

The following set of understandings was worked out by a group of teachers enrolled in one of the Family Financial Education Workshops which are held during the summer session at the University of Illinois. It was set up as the basis for a unit on "Planning the Use of Family Income."

1. Money will not manage itself.
2. Wants may be unlimited, but resources available to satisfy wants are limited.
3. Personal and family values are determining factors in the expenditure of money for goods and services.

4. Financial planning is necessary at all income levels in order to obtain optimum satisfaction from the use of available resources.
5. A successful financial plan considers the utilization of all the family's human and material resources.
6. More cooperation in carrying out a family financial plan is likely when each family member understands and shares in the plannings, according to his level of maturity.
7. The ability and willingness of all family members to follow a written plan for spending reduces some of the tensions which may cause family conflicts.
8. Desirable evaluation and revision of a financial plan to meet changing needs of a family is possible only if the plan is kept flexible.
9. Self-discipline in meeting needs and gratifying immediate desires can lead to greater and more permanent satisfactions.

Once such a list of understandings has been decided on, the teacher can proceed to work out specific objectives for her group. The objectives which were planned to fit the above understandings are here stated as outcomes:

Understanding one:

Money will not manage itself.

1. An attitude of willingness to do financial planning.

Understanding two:

Wants may be unlimited, but resources available to satisfy wants are limited.

2. A recognition of the fact that family financial plans are affected by changes in the general economy.

Understanding three:

Personal and family values are determining factors in the expenditure of money for goods and services.

3. A recognition of the importance of goals for successful planning.
4. An appreciation of the factors which influence personal and group goals.
5. An understanding that personal and family values may alter the level of living.

Understanding four:

Financial planning is necessary at all income levels in order to obtain optimum satisfaction from the use of available resources.

6. An appreciation of the part that financial planning contributes to achieving optimum satisfaction from personal or family resources.

Understanding five:

A successful financial plan considers the utilization of all the family's human and material resources.

7. A recognition of both human and material resources.

Understanding six:

More cooperation in carrying out a family financial plan is likely when each family member understands and shares in the planning, according to his level of maturity.

8. An understanding that family living may be happier when all members share in financial planning, according to their levels of maturity.

Understanding seven:

The ability and willingness of all family members to follow a written plan for spending reduces some of the tensions which may cause family conflicts.

9. A willingness to keep a record of spending as a basis for planning the use of income.
10. Some ability to plan (and use) a personal and family budget.
11. Some ability to plan a record form for a budget and keep accurate records of personal spending.

Understanding eight

Desirable evaluation and revision of a financial plan to meet changing needs of a family is possible only if the plan is kept flexible.

12. An understanding of the importance of flexibility in a workable plan for spending.
13. An appreciation of the significance of the family cycle in financial planning.

Understanding nine

Self-discipline in meeting needs and gratifying immediate desires can lead to greater and more permanent satisfactions.

14. An appreciation of how self-discipline can help in attaining goals.
15. An understanding that wise planning now can help insure future security.

Next comes development

Once understandings and objectives are clear in the teacher's mind, she will be ready to choose some learning experiences which will help students to attain the objectives and finally, a grasp of the basic understandings. Most teachers find this step easier, but caution is necessary because not all activities in which a class might be interested will contribute to growth toward the objectives. Some which seem likely to do so will be suggested in the following pages.

In teaching financial planning, we may take a negative or a positive approach. We may, for example, concentrate on the consequences of lack of planning and managing such as:

1. continual worrying over money.
2. accumulation of debt.
3. tension and family friction.
4. lack of reserves for emergencies.
5. many unsatisfied desires.
6. insecurity and unhappiness.
7. embarrassment.
8. impulse buying.
9. dependency.
10. broken homes.

However, positive arguments are apt to have more appeal to teen-agers. We know that some rewards of intelligent financial planning can be:

1. greater personal and family happiness.
2. efficient functioning of the household.
3. improvement of financial status.
4. freedom from embarrassment and worry.
5. feelings of security and self-confidence.
6. ability to satisfy more desires.
7. promotion of family evaluation of goals and standard of living.
8. a better environment for teaching children how to manage money.

When emphasis is placed on a plan for spending as a means to a greatly desired end, the idea seems to be more acceptable to many people. Thus, the problem facing the teacher is: How can I help my students see financial planning as an aid in attaining desirable personal and family goals?

Begin where they are

As in other areas of education, it seems wisest to start the study of budgeting with the immediate concerns of the students, and on a small scale. One way to start is to ask each student to keep a record of all the money he spends for a week--or a month--ignoring for a moment the source of the funds.

Here we are helping students to practice one of the basic aspects of thinking: locating pertinent facts.

A selection of such records (with names removed) might be duplicated for class use, and the group might then compare expenses in various classifications, noting similarities and differences. Figures showing the class average in various categories might also be of interest for purposes of comparison.

Since one's choices are influenced (consciously or unconsciously) by what one values, the teacher might use expense records in helping the group to identify values which are expressed in patterns of spending. Consider, for example, the following record, turned in by one high school girl.

candy bar	\$.10
2 bags potato chips	.20
ice cream cone	.05
2 pkg. of gum	.10
candy bar	.05
bag of candy	.10
stamps	.09
2 candy bars	.10
2 pkg. of gum	.10
1 pt. ice cream	.27
doctor bill	<u>10.00</u>
	\$11.16

Of course, we must be careful not to draw hasty conclusions, and the doctor bill was not necessarily related to the candy consumption! But could not students be asked:

What does this person seem most interested in?
 How much lasting enjoyment do you think she got from her money?
 Did her spending help her total development as a person?
 Did it help her to build good habits?

Here is another record about which we might ask the same questions:

bets on basketball game	\$.20
notebook	.05
ice cream cone	<u>.10</u>
	\$.35

Any teacher can easily collect such material for class study. The privacy of individuals can be protected by keeping all records anonymously and using those from one class in a different class.

After discussing a number of such records, a class could list a variety of purposes which are evident in the spending by high school students. Such a list indicates what values are held by young people. It might include:

- making good grades.
- having many friends.
- looking attractive.
- operating a car.
- helping friends.
- practicing a hobby.
- learning a skill, such as sewing or dancing.
- saving for something special.
- developing a talent, etc.

Types of expense which would contribute to the achievement of each purpose could be listed. Some practices which one might think would contribute to, but which actually would hinder the attainment of the objective in question, could also be pointed out. For example, money spent by a girl for large amounts of makeup probably would not help at all in making her more attractive.

The teacher could ask:

Which purposes are most important?

If we don't have enough money to work toward them all, how do we decide which to leave out?

Do some contribute to the accomplishment of others, also?

For example, if we look nice, will this help us to make friends?

Finally, the teacher who is concerned with helping individuals improve in their ability to manage money could encourage each student to answer for himself questions such as those referred to earlier:

What do I really want most from my money?

Which ways of using money will give me the most lasting satisfaction and enjoyment?

Which ways will contribute most to my total development?

Which ways will help me to build good habits and desirable character traits?

Such an analysis can help students to clarify values, weigh values, and make judgments in terms of acceptable personal goals.

Sometimes, seeing how we actually spend our money is somewhat of a shock. But it is often a first step to improved practice. A student, such as the one whose record was quoted earlier can see, once she has the evidence on paper, that one dollar a week is an excessive amount to spend for sweets. After participating in class activities of the type just described, she will often have given more serious thought to the matter and will be ready to make decisions which will lead to behavior more in line with her true values.

Use case materials

Many students, as well as many adults, find the consideration of money management, an emotionally "charged" topic. Such attitudes may make the study of personal spending practices difficult. For this reason, it is often desirable to use descriptions of imaginary situations for classroom purposes. The study of sample budgets can help students to look objectively at the use which someone else has made or plans to make of money. It gives them a chance to discuss choices freely without the threat implied in the consideration of a personal situation. Case budgets in text books are often out-of-date or unsuited to a particular

class. The teacher, however, can easily adapt them to her own needs. She can also be on the look-out for the magazine or newspaper article which tells how an individual or family spends. These materials, which are related to current conditions, are often most useful.

Show students how to make their own record forms

Many of the record forms available for use in financial planning are so complicated that just to look at them is enough to discourage the prospective user. It may be better to teach students to prepare their own simple forms. At least for single persons, and for those families where income consists of a wage or salary, these can be made so that record-keeping will take only a few minutes out of a week.

The first step is to keep a simple day-by-day record of one's expenditures for a period of time, such as a month. (Locating pertinent facts, again!) This can be done in a small notebook or on sheets of paper. Adding up the figures as one goes along may be enlightening if one has a vague idea of how much he spends in a day or a week. Even if one forgets an item occasionally, this preliminary record will serve its purpose. The attempt to track down every penny has discouraged many prospective financial planners, and is not necessary under ordinary circumstances.

At the end of the month one should study the expense record and decide on the categories into which the expenses fall, (classifying available facts) remembering to include any items which normally would be purchased, but which for some reason were not included in the expense record. At first one may have a long list of headings, but these should be combined.

The fewer the headings, the simpler the record and the greater the chance that it will be kept! A high school student could probably get along with:

- lunches
- snacks (It's a good idea to separate this from lunches.)
- recreation
- school supplies
- personal care
- church and charity (gifts of all types).

Students who have part-time jobs may need an additional column or different headings. A miscellaneous column might be desired by some. Also, if at any time one wishes to study a particular item more closely, an extra column for this to separate it out of a larger category can easily be inserted.

A case problem

As an illustration of a way to present the principles of financial planning, we will consider the case of

Mary and Her Money

Mary is a junior in high school. Her parents give her \$2.00 a week to cover school lunches and personal expenses. Mary also has a Saturday morning job for which she is paid \$4.00 each week. She has occasional baby sitting assignments, but these cannot be counted on. Mary puts any money she earns at baby-sitting into her savings account. Right now she is saving for a trip she hopes to take next summer.

Mary's available income, then, is \$24 a month. She expects that this will cover all her ordinary needs, outside of the food, shelter, etc., which the family provides. Her parents buy coats and shoes, but not her other clothing.

As a first step in beginning financial planning, Mary keeps a record of her expenses for November.

Nov. 1 - church	\$.25
candy	.10
2 - school lunches for week	1.50
4 - potato chips	.10
6 - bus fare down town	.40
blouse	3.50
movies	.75
milk shake	.25
8 - church	.10
9 - lunches	1.50
club dues	.50
11 - candy	.05
12 - notebook paper	.25
15 - church	.25
16 - lunches	1.50
17 - nail polish	.25
19 - gum	.05
20 - tickets for FHA dance	.50
22 - church	.10
23 - lunches (3 days)	.90
24 - candy	.10
25 - Christmas seals	.25
28 - rose for Mother's birthday	.50

Mary studies her record to see the kinds of things for which she has been spending. Then, with her teacher's help, she decides that they can be classified under six major headings.

lunches
candy and snacks
clothing

recreation
personal and school supplies
gifts and contributions

Next Mary buys a wide ruled spiral notebook to use for her record. She decides that one horizontal line can stand for one day. She draws in vertical lines to divide a double page into six columns. This, she thinks, should give a column wide enough to hold a description of how a given sum of money was spent. Mary wants to be able to find this information quickly by looking at the record book.

Mary's teacher suggests that Mary try out her form by filling in her November expenses. The teacher also tells Mary, that if she will add each column as she goes along, she will be able to get the total expense for the month in each area, with very little effort. Mary finds that the teacher is right and soon her notebook pages look like this.

Lunch	Candy and Snacks	Clothing	Recreation	Personal and School Supplies	Gifts and Contributions
Nov. 1	candy .10				church .25
2 1.50					
3					
4	p. chips .10				
5	.20	blouse \$3.50	bus fare .40 movie .75		
6	m. shake .25		1.15		
7	.45				
8					church .10
9 1.50				club dues .50	.35
10 3.00					
11	candy .05				
12	.50			n. paper .25	
13				.75	
14					
15					church .25
16 1.50					.60
17 4.50					
18				n. polish .29	
19	gum .05			1.04	
20	.55		dance t. .50		
21			1.65		

November Continued

Lunch	Candy and Snacks	Clothing	Recreation	Personal and School Supplies	Gifts and Contributions
Nov. 22					church .10
23 .90	candy .10				.70
24 5.40	.65				
25					Christmas seals .25
26					.95
27					
28					rose for mother .50
					1.45
Total \$5.40	\$.65	\$3.50	\$1.65	\$1.04	\$1.45

Mary is quite pleased with her record. She continues with it during December, entering her expenses directly in the notebook. It takes her less than a minute a day to do this. So that she will never forget, Mary plans to do it just before she begins to get ready for bed. She finds that it is not hard to recall what she has spent during the day, since usually it is only a matter of one or two items. However, she keeps a small notebook and pencil in her purse and uses this to record prices when she buys several things at a time. Or she saves the sales slips until she can record them that evening.

But Mary knows that record-keeping is only the first step in financial planning. What she really wants is to get the most satisfaction possible from her money. So she studies her expenditure pattern and decides on amounts to allot to the different categories. She plans on a basis of \$24.00 a month. First, she subtracts her major fixed expense--\$6. for lunches at school. This leaves her \$18. Mary decides to make the following allowances.

candy and snacks	\$1.00
recreation	2.00
clothing	9.00
personal and school supplies	2.00
gifts	2.00

The other two dollars, plus any left from the six dollars allowed monthly for lunch, Mary plans to add to her savings account.

Now Mary decides to change her record form a little. She plans to mark down the amount available for each category of spending at the top of the column. She thinks that if she subtracts her expenses, rather than

adding them, she will always be able to see what she has left to spend. Also, she decides to leave out the lunch column, since the expenses there are almost always the same. If they were put in this new form, the first two weeks of Mary's expenses for November would look like this:

	Candy and Snacks \$1.00	Clothing \$9.00	Recreation \$2.00	Personal and School Supplies \$2.00	Gifts and Contributions \$2.00
Nov. 1	candy .10				church .25
2	.90				1.75
3					
4	p. chips .10				
5	.80	blouse 3.50	b. fare .40 movie .75		
6	m. shake .25	5.50	.85		
7	.65				
8					church .10 1.65
9				club dues .50	
10				1.50	
11	candy .05				
12	.50			n. paper .25	
13				1.25	
14					

See if you can complete Mary's record, using this form.

At the end of the month, you will find that she has the following amounts of money left in each category:

Candy and Snacks	.35	Personal and School Supplies	.96
Clothing	5.50	Gifts and Contributions	.55
Recreation	.35		

When she begins her next month's page, Mary adds the left over sum to the new allotment, as illustrated on the following page.

	Candy & Snacks	Clothing	Recreation	Pers. & Sch. Sup.	Gifts, etc.
	.35	5.50	.35	.96	.55
	<u>1.00</u>	<u>9.00</u>	<u>2.00</u>	<u>2.00</u>	<u>2.00</u>
	1.35	14.50	2.35	2.96	2.55
Nov. 29					
Nov. 30					
Dec. 1					

If she had spent more than her allotment in November, she would, of course, have subtracted the amount over spent from the December allowance. Such a situation does not necessarily mean poor management, because some expenses will always be heavier in some months than in others. But indicating this on the record does let one know where she stands!

Mary likes this system because she can always see how much she has left to spend. She knows that she must watch carefully when a figure gets close to zero. However, she liked knowing exactly how much she had spent, too, and this she could tell better with the other type of record, where the expense items were added instead of subtracted from a balance. Mary knows that the particular form used for a record is actually a matter of personal preference. The important steps are to:

make a plan,
keep a record, and
stick to the plan, but also to be ready to revise both
 plan and record as conditions change and the old ones no
 longer fit a particular situation.

How Can You Use A Case Problem?

Let's assume that you have adapted Mary's case to fit your students or have devised an appropriate situation of your own. Now what can you do with it? You'll probably want the class to read the entire account first to get a general idea of what it is all about. And since you planned it so that they can easily identify with Mary, they should be interested in discussing her spending pattern. You might start out with general questions of fact:

How much did Mary spend?
 What did she do for fun?
 Did she spend any money to help others? etc.

Then move into an analysis of some of the values reflected by the record.

What things does Mary seem to think are important?
 Could she spend less on lunches? How? Would this be desirable?
 Did Mary's spending help her to build good habits? What ones?

Did her spending help her total development as a person? How?
 How much lasting enjoyment do you think she got from the way
 in which she used her money?

Some classes may be ready to go more deeply into explorations of values. For example:

Why do you think Mary bought a rose for her mother's birthday?
 Is 50¢ too much to spend for something which will not last long?
 What other gifts could you get for 50¢?
 Do you think Mary's mother might have preferred something else?
 Would you?

Try telling your group the story of the elderly woman, alone and lonely, who loved flowers, and dreamed about them and longed for them. For several years she saved a few cents at a time from her small living allowance. Finally, on a certain day, she took all of her savings, went to a florist, and ordered many, many flowers to be sent to her room. Then she went home very happily and waited, but no one came, and nothing happened. You see, the landlady, sure that there had been a mistake, had had the delivery man take the flowers to the apartment of a singer who also lived in the house, and who often received flowers from her admirers.

This story was once presented over the radio, and when the reader had finished, he said, "Foolish? Yes, but she really needed those flowers, didn't she?"

You could ask your students:

Did you ever get a present that you really needed? (Someone might be willing to share such an experience.)
 Did you ever give anyone a present like that?
Could you, if you thought about it more?

Remember, we spend in terms of our values!

Making comparisons

Here is a spending record of a classmate of Mary's, we'll call her Jane. She has the same "income," and she spent the same amount that Mary did during the month of November, \$13.69.

Nov.	1 - gum	.05
	2 - school lunches	1.50
	coke	.05
	3 - coke	.05
	4 - paper back book	
	<u>The Diary of Anne Frank</u>	.35
	5 - coke	.05
	money for juke box	.10
	8 - church	.25

Nov. 9	- school lunches	1.50
	club dues	.50
	milk after school	.03
13	- 1 1/2 yds. material for a new blouse	1.50
	thread	.10
	buttons	.10
16	- season ticket to ice rink	2.00
	milk to drink with lunch brought from home	.03
17	- stationery	1.00
	stamps	.48
	milk	.03
18	- milk	.03
	cake	.05
19	- milk	.03
	FHA dance ticket	.50
20	- milk	.03
	cake	.05
21	- library fine	.09
23	- milk	.03
24	- Christmas present for brother	2.00
25	- milk	.03
26	- movie	.75
	bus fare	.40

A class could ask the same questions as before. What can we learn about Jane from her spending habits? How do you think her values differ from Mary's?

The record could also be used to practice the use of one of the forms. The teacher could then see how well the students understand the mechanics of account keeping.

Remember to adapt materials to your group

Does Mary sound like one of your students? If not, don't try to use this exercise without making changes to fit different conditions. Adolescents are quick to reject "unreal" examples which are held up to them as models. So if you use a case problem be sure that income, type of expenditures, etc., are typical of the group with which you are working. In some places it probably would be better to teach a record kept on a weekly basis. Here is how Mary's record kept on a weekly if set up by the week:

	Candy and Snacks	Clothing	Recreation	Personal and School Supplies	Gifts and Contributions
Allowance	.25	2.25	.50	.50	.50
Nov. 1	candy .10				church .25
2	.15				.25

1st week of Nov. continued

	Candy and Snacks	Clothing	Recreation	Personal and School Supplies	Gifts and Contributions
Nov. 3					
4	p. chips .10				
5	.05	Blouse 3.50	b. fare .40 movie .75		
6	m. shake .25	-1.25	-.65		
7	-.20				
Balance	- .20	-1.25	-.65	.50	.25

Of course, our original example was not planned in terms of a weekly allowance. Thus, if we consider only this first week, Mary has over spent. But such situations should also be worked into our case materials. Living on a definite sum of money is a difficult task for many teen-agers--and for their elders as well!

So we can encourage a class to analyze cases of poor management, too. We could ask:

Suppose Mary had started out with no money on hand except her weekly allowance. Where could she get the money to spend as she did?

- Should she take it from her savings?
- Should she ask her father for money?
- Should she ask for early payment of next week's allowance?
- Should she ask her parents for more money, and promise to repay them later?
- Should she take it from the other category allotments? (That wouldn't be enough in this case!)
- Should she try to get an extra baby sitting job and use the money for her wants, instead of putting it in the bank, as planned?

How could Mary have avoided over spending?

- Should she have put the blouse on lay-away and paid for it later?
- Should she have had a coke or an ice cream cone instead of the milk shake?
- Should she have checked her financial condition before she went shopping?
- Should she have bought a cheaper blouse?
- Should she have gone without the blouse?
- Should she have asked her friend to buy her movie ticket, promising to repay later?

Students can be taught to ask:

Suppose I were making these decisions--

What would be the consequences of each course of action?

How would it affect me now?

How would it affect me later?

If I cannot live within a certain income now, will I be able to do so later?

What will I do if I run out of money and my father is no longer able to give me more? etc.

Comparing record forms

Here is Mary's record put into a still different form which some may prefer:

	Explanation	Candy and Snacks	Clothing	Recreation	Personal and School Supplies	Gifts and Contributions
	Allowance	1 00	9 00	2 00	2 00	2 00
Nov. 1	candy	10				
		90				
	church					25
						1 75
4	p. chips	10				
		80				
5	blouse		3 50			
			5 50			
	bus fare			40		
				1 60		
	movie			75		
				85		
6	milk shake	25				
		55				
8	church					10
						1 60
9	club dues				50	
					1 50	
11	candy	05				
		50				
12	a. paper				25	
					1 25	
15	church					25
						1 40
19	gum	05				
		45				
	n. polish				29	
					96	

Nov. continued

	Explanation	Candy and Snacks	Clothing	Recrea- tion	Personal and School Supplies	Gifts and Contributions
Nov. 20	d. ticket			50		
				35		
22	church					10
						1 30
23	candy	10				
		35				
24	Christmas seals					25
						1 05
28	rose for mother					50
						55
	Balance Carried Forward	35	5 50	35	96	55
	Allowance	1 00	9 00	2 00	2 00	2 00
	Total Allowance	1 35	14 50	2 35	2 96	2 55
29						
30						
Dec. 1						

A class could compare the record forms that have been shown here, as well as others which individual students have found, by asking questions such as:

Which seems easiest to read?

Which tells you quickly what you have spent?

Which tells you quickly how much you have left to spend?

Which form is simplest to rule in a notebook?

Which takes the least writing?

Which would help you most if you have a hard time sticking to a plan? etc.

The application to the individual

After the type of class study described above, students should be ready to consider their own personal situations. Each student, after studying his own expense record, could be encouraged to modify one of the forms for his own use. Perhaps he could devise an even simpler way to keep track of his spending. The form of the record is not as important as the habit of keeping it and the satisfaction one gets from knowing where one's money goes. Students who acquire the habit of planning expenditures and keeping records while they are still in school, will be more likely to continue this practice when they have homes of their own.

Expense accounts are valuable because they:

1. show an individual or a family whether they are really progressing toward their goals in life, and getting what they want for their money.
2. show mistakes in spending.
3. indicate whether spending is unbalanced or properly distributed among the different necessary items.

Emphasize the essentials

Throughout the class study, the teacher will want to concentrate on the basic steps in all budgeting:

1. Estimate your income.
2. Estimate your expenses. Studying records of past expenses makes possible the most accurate estimate.
3. Analyze your needs and wants in terms of personal goals and values.
4. Apportion the money available.
5. Plan a simple record form as a means of checking on the money spent.
6. Evaluate expenditures and allotments and make adjustments which seem desirable.

Students need also to understand what budgeting cannot do. A budget will not:

1. increase take-home pay.
2. eliminate the effect of differing values among family members.
3. insure perfect agreement on spending.
4. always succeed immediately.

The Family Comes Next

Once a girl has had some experience with a personal budget, she should be ready to apply her learning to planning the use of family income. Here again a case problem would be a good starting place. And since the newly married couple is closest to the high school student, we might begin there. Why not have class members find out the actual income which might be obtained in some specific job which is currently being held or available in the community? Then they could collect expense data (locating pertinent facts)--the cost of the type of housing commonly used by people in this situation, utility bills, automobile operation, etc. Food and clothing expenses might be estimated in connection with lessons on meal planning and wardrobe planning. The students could then prepare a spending plan for this couple.

The teacher who is concerned with the teaching of thinking, however, will not want to stop with one plan. She could suggest different values which young couples might hold and ask the class to make judgments in terms of these values and adjust the financial plan accordingly.

An extremely interesting example of a family which deliberately planned to spend money in terms of its values is given in the book American Income and Its Use by Hoyt, Reid, McConnell and Hooks (Harper and Brothers--1954).

This family of four, with teen-aged children, was concerned primarily with the expression of friendliness, generosity, and the brotherhood of man.

They spent only 16% of their income for food, as compared to the 24% which American families as a whole spent in 1951. This was accomplished by having two meals a day of cereals or sandwiches, soup, milk, and the cheapest available fruit. The third meal was of the conventional type, and at this, they usually had one or more guests.

The family spent less on clothing and personal care than the ordinary American family. On the other hand they planned to spend 15% of their income for contributions and gifts to be made only to those who were not in a position to repay. Generally they planned to give at least 50% of their allotment to international causes and the remainder to local, state, and national endeavors. Certain principles were followed in distributing the money, as well as the time and energy which they also gave. They planned to help care for various needs--such as those of old people, the physically handicapped, and minority groups--and to support varied functions--health, recreation, education, conservation, religion, etc.

The discussion of cases such as this one could be most profitable. With this method, the teacher can help students to identify values and to recognize different ways by which they are expressed. Young people need to learn too, that not all people derive their enjoyment in life from the same things. And, if a person's use of his money does not harm him or other people, we should be cautious in criticizing it, even though we might not want to spend our own funds in exactly that way.

Goals are important

Perhaps your group could be encouraged to work out a set of goals which American families could strive to reach. Nichell and Dorsey in Management in Family Living list a number of long-term family objectives which seem most worthwhile.

1. Good health for each family member
2. Continuous development of each member throughout life--physically, mentally, socially, spiritually.
3. Satisfying personal and family relationships.
4. Sufficient resources to insure the health and welfare of members of the family and to provide educational and recreational advantages for each member.
5. Well-planned housing which meets the needs of the family and is conveniently located.

6. Individual and family participation in local and national affairs and an informed interest in world problems.
7. Management of the family resources to insure attainment of the above goals.

Could your students be led to see which items of expense actually contribute to the achievement of goals such as the above? We can also show that certain items make no contribution and perhaps question the use of limited resources for such things.

The family council

A unit on family financial planning is an excellent place to introduce the idea of the family council. The philosophy behind this practice is in opposition to much of what actually happens in homes, so the teacher must be especially careful in her presentation. A council is not, of course, the answer to all family difficulties, but it is a technique which can involve all family members in the search for constructive solutions to those difficulties. It is also an excellent way to teach democratic values, the process of decision making, and habits of critical thinking. A family council is a meeting of all those family members who are mature enough to discuss common problems and arrive at decisions which will promote the general welfare of the whole family.

Students who are beginning to practice the use of a family council often end up in arguments which result in stalemates and reduce the possibility of acceptable solutions. A careful analysis of several role-playing sessions is usually necessary before they begin to see the difference between the kinds of statements and suggestions which cut off further discussion and those which encourage the search for agreement.

A tape recorder is a great aid in such analysis, since recall of exactly what one said is impossible, and note-taking, even if complete, does not reflect the voice quality which may change the effect of a statement. Students can be encouraged to listen to a recording to find the point where the discussion began to "go wrong," and then to change the offending remarks and go on from there.

The teacher will need to repeat often some of the ground rules for successful council operation.

1. All family members should have a chance to express their ideas.
2. No one person should dominate the discussion or make all the decisions.
3. No family member can have all of his wishes granted. Compromises must be made for the good of all.
4. A council should work for consensus, rather than majority rule.

Classes are often confused on one point. The teacher will want to make clear that family decisions which cannot be trusted to immature judgments are not discussed by a council, but that as children grow older and gain maturity and more experience in democratic discussion, more and more of these problems can be taken up.

For an example of one type of problem which might be discussed in a family council, let us consider the Brown family. When we look in on them, around 7:30 in the evening, Father Brown is rather upset.

Father: Are you washing the dishes alone again? Those children never do anything around here any more. Where are they anyhow? I never see them. Where are they tonight?

Mother: Well, Bob has basketball practice and Jimmy has gone to the movies. I'm not exactly sure where Sue is. It seems to me she said something about stopping at Virginia's after the FHA meeting.

Father: And Mary?

Mother: Oh, she's baby sitting over at the Larson's tonight.

Father: She's always baby sitting! And she stays out too late at it. Girls her age should get more sleep.

Mother: But baby sitting is good money, and she needs money more now that she is in high school.

Father: Well, I don't like it--and tomorrow night there's going to be a showdown.

So the next evening at dinner, Father Brown tries his plan.

Father: I've decided that you kids do too much gadding around, and too little work about the house. Why, when I was your age, I was earning my own living and working darn hard for it, too. Beginning tonight, Sue, you and Mary are to do the dishes every night. Your mother shouldn't ever have to do them. And you're all to be home here in the evening, except maybe on Saturday nights. This family is going to start being a family again--or I'll know the reason why!

Mary: But Dad, I've already promised Mrs. Larson I'd baby sit for her tomorrow night.

Bob: I have to get to basketball practice every night if I want to make the team. We get kicked off if we miss.

Jimmy: I want to see Roy Rogers tonight.

Sue: How can I stay home every night?

This incident certainly illustrates a failure in family communication. Settling problems like this will require patience and time, and sympathy and respect for the viewpoints of all family members. An intelligent and continued use of the family council can accomplish the following:

1. Help each member of the family to understand the needs and urges of the other members.
2. Help children and parents to learn fair play.
3. Give frustrations and grudges an airing. (Then they usually will disappear.)
4. Help children to feel that they are worthwhile members of the family. (Then they will cooperate more willingly.)
5. Teach the members to look at all sides of a question.
6. Teach the several members to hold their tempers.
7. Make for a happier family life.

Suppose, for example, that the Browns had approached their problem in this way:

Father: Your mother and I have been doing some thinking. We are concerned because we so seldom do anything together as a family any more. Have any of you children noticed that?

Mary: It does seem as if I'm never home any more.

Bob: Basketball practice sure takes up a lot of my time.

Sue: We learned in homemaking class that a family is happier if it works and plays together, and we hardly ever do either.

Mother: That's just the conclusion we came to. But the important thing is, "What can we do about it?"

Sue: Perhaps if we talked it over together, we could decide on something.

Jimmy: I move for a meeting of the family council right now.

Mary: Oh, let's do the dishes first.

Sue: But that would take so long!

Bob: Not if we all help. What about it, Dad?

Mother: Now, that's a start in the right direction already.

Then, when the dishes are finished--

Father: We would all agree, I think, that people should have time at home and time away from home. But what is sometimes hard is to work out a balance between the two.

Bob: Our time division has been unbalanced, right?

Father: Right. Maybe it would help if we went over the outside activities which each of us has.

- Mother: Well, there's choir practice, that's every week on Wednesday, and the PTA meets on the first Monday of the month. I think that's all I have.
- Bob: Basketball practice is every night after supper, except Saturday and Sunday--but of course, that's only during the season. I don't have much time for anything else, especially since we have to be in by nine.
- Sue: There's an FHA meeting the last Monday of every month, and then there are the basketball games. I like to go to those.
- Mary: So do I.
- Father: I'd like to see some of the games myself. Let's see, I bowl on Monday nights. The Chamber of Commerce meets the last Thursday of the month, and sometimes I have committee meetings in between.
- Mary: Baby sitting jobs are unpredictable, but they usually come on Friday or Saturday night. Then I like to go out with the kids skating, to the show and stuff like that.
- Sue: Could we plan one evening a week just for our family to do things together? I don't mean just to stay home, but to figure out something we would all like to do.
- Mary: That sounds like a good idea. Maybe sometimes we could have a picnic in the back yard, or out at the park.
- Jimmy: Or we could go on an "excursion" the way we used to when we were little.
- Bob: I think an evening a week is too often. How about every other week?
- Mother: Sunday evening seems to be about the only night that no one has anything definite on. How about that?
- All: All right with me--sounds Ok, etc.
- Father: That's a fine idea, Sue. We used to have good times together, and I think we can again, but maybe we need to change the type of things we do. I move that you plan the activity for the first night.
- Jimmy: Then we could take turns planning.
- Mary: Can we start this Sunday?

Mother: If no one has made previous plans, we could. And after that, we can remember to keep every other Sunday evening free-- unless someone has a special reason to be excused--or we all agree to make a change.

Mary: Don't forget now. It's a date for family fun!

The Brown family hasn't solved all of its problems, of course. And maybe this idea won't work out either. But notice how Mr. Brown, rather than simply "laying down the law," invited the family to think about a problem, to explain individual situations, and to cooperate in seeking a workable solution. Notice also that there appeared to be a basic good feeling among the family members. Probably no family council would work out as perfectly as this at any one time. But no family council will work at any time unless the family spirit is right before the council meets. Imagine trying to conduct a session immediately following Mr. Brown's statement: "This family is going to start being a family again-- or I'll know the reason!"

Some other outcomes

As they learn the skills involved in the operation of a family council, students can be practicing many of the processes of thinking. Let us consider a family meeting in a number of sessions to plan their annual vacation. Notice the kind of statements which indicate the various processes

<u>Thinking Process</u>	<u>Statement</u>
1. Identifying problem which needs solution.	"What kind of a vacation should we plan for this year?"
2. Identifying values of self and others.	"On our vacation we would like to: a. see a new part of the country. b. free Mother from some cooking. c. give Dad a chance to do some fishing. d. find new rocks for John's collection." etc.
3. Making judgments in terms of personal values.	"We need to decide which of all the things that we would like to do are <u>most</u> important to us."
4. Feeling a need for data.	"How much will different kinds of vacations cost?"
5. Recalling selectively from past experiences and formal organized learnings.	"We all had fun on our camping trip last year." "We saw a movie in school showing the Kettle Moraine park. It would be interesting to see some moraines."

Thinking ProcessStatement

- | | |
|---|---|
| 6. Locating pertinent facts | "We can get a new state map at the gas station with the summer detours marked." |
| | "Mary's family went to southern Indiana on their vacation last year. We could ask them what they enjoyed and what they would do differently." |
| 7. Classifying available facts. | "These are the expenses we would have if we went by car." |
| 8. Comparing facts in like classifications. | "It will cost about _____ to go by train and _____ to take the family car." |
| 9. Interpreting facts in terms of the requirements of the problem. | "The cost of flying to _____ would be much more than we have allotted for traveling expenses." |
| 10. Suspending judgment until a reasonable number of facts are collected. | "We need to know more about the guided tour before we can decide whether that would be the most enjoyable way to spend our time and money." |
| 11. Drawing inferences | "If we go on the guided tour, Dad won't be able to do any fishing." |
| 12. Weighing values | "How important is it to Dad that he get in some fishing during this vacation?" |
| 13. Making decisions after considering possible consequences. | "We have studied many possibilities and agreed to go to _____ for our vacation." |

More activities

Some additional learning experiences which might be used for the unit which we have been considering are listed here, under the basic understanding which the experience could help to emphasize. Beneath each suggestion you will also find some of the thinking processes which would be used in carrying out the activity, and an idea or two to aid in its development.

Wants may be unlimited, but resources available to satisfy wants are limited.

1. List some things you want but which you have not been able to have. Why can't you have them? Are there other reasons why some people may not have what they want?

- | | |
|---|---|
| a. identifying values of self and others. | Why do you want the things on your list? |
| b. recalling selectively | Are there things you would not want even if you had plenty of money with which to buy them. |
| | Can you give examples of the way one want can lead to another want? |
| | What factors may influence the kinds of wants an individual has? |

Personal and Family Values Are Determining Factors in the Expenditure of Money for Goods and Services

2. List some things which you would like to obtain
- now
soon
sometime in the future

Compare lists with others in the class and discuss reasons for similarities and differences.

- | | |
|--|--|
| a. identifying values of self and others. | All people want to feel important and worthwhile. |
| b. recognizing different ways by which values are expressed. | In what ways could people spend money to add to their feelings of belonging or importance? |
| c. perceiving how one's background affects what one values. | Examples:
Clothes
Club dues
Gifts for others
Possessions |

Do you have values which differ from those of some of your friends? How do these show in your spending?

3. Using a family situation suitable for the community, figure the actual added income when the mother is employed away from home. Consider the additional family expenses which are necessary because she works. What different ways will the family be affected by her working? Who should decide whether she will work?

- | | |
|---|--|
| a. identifying problems. | Students with working mothers can help in answering some of these questions. |
| b. feeling need for data in seeking solution. | A mother might be willing to talk to a class about why she decided to work, and how she has solved some of the problems. |
| c. locating pertinent facts. | |

- d. interpreting facts in terms of requirements of problem.

4. Discuss habits vs. goals as a guide to spending

- | | |
|-------------------------------|--|
| a. defining words accurately. | Use a dictionary to clarify meanings. |
| b. identifying values. | What part do habits play in our spending? |
| c. weighing values. | Are there some spending habits we <u>should</u> develop? |

A successful financial plan considers the utilization of all the family's human and material resources.

5. List the tasks which you do at home in a week. What would it cost to pay someone to do them? Do you do anything which it would be difficult to hire someone to do?

- | | |
|------------------------------|---|
| a. recalling selectively. | Where can we find out prevailing wage rates? |
| b. feeling need for data. | Why is it hard to find someone to do household work? |
| c. locating pertinent facts. | Can learning to do a task more quickly and efficiently save the family resources? |

6. Make an inventory of your clothes. Giving each article the value necessary for its replacement, find what your wardrobe is worth.

- a. locating pertinent facts.
- b. classifying available facts.

7. Help your family make an inventory of the things in your home and estimate their worth.

- a. locating pertinent facts.
- b. classifying available facts.

8. Make a list of the resources which your community provides for free or inexpensive recreation.

- | | |
|------------------------------------|---|
| a. feeling intellectual curiosity. | A leaflet containing such a list might be an FHA project. |
| b. feeling need for data. | Don't overlook:
picnic sites |

- c. locating pertinent facts.

places to hike
interesting birds or animals to watch.
industries which will show visitors around
volunteer activity with community groups, etc.

9. Consider ways to cut down on the family food bill without making major changes in the diet pattern. With your mother's approval, try some of these out.

- a. feeling intellectual curiosity.
b. feeling need for data.
c. locating pertinent facts.
d. hypothesizing tentatively.
e. trying out solutions proposed.

Consider:
avoiding waste
shopping for best buys
planning meals ahead
suiting quality of food to purpose it is to serve
buying in quantity, etc.

More cooperation in carrying out a family financial plan is likely when each family member understands and shares in the planning, according to his level of maturity.

10. Figure out the answer to this question, "Do you cost your parents more than \$600. a year?"

- a. feeling intellectual curiosity
b. feeling need for data.
c. locating pertinent facts.
d. interpreting facts in terms of requirements of problem.
e. drawing a warranted conclusion.

Also interesting for exploration:

What is your share of the family expense for food, utilities, housing, etc.

11. Role-play a family council discussing some typical problem concerning the use of the family money.

- a. identifying values of self and others.

b. clarifying values.

One possibility:

c. making judgments.

The family has just won a sum of money in a contest and is trying to decide how to spend it for the most lasting benefit of all members.

d. making decisions considering possible consequences.

e. recognizing relationships between apparent facts and values.

The ability and willingness of all family members to follow a written plan for spending reduces some of the tensions which may cause conflicts.

12. Plan a budget which would seem realistic for you to use the first year after you finish high school.

a. feeling need for data.

Sometimes students plan to save money by living at home and working after high school. The teacher might point out that no one who does this knows how well he could manage on his own.

b. recalling selectively.

c. locating pertinent facts.

d. classifying available facts.

e. interpreting facts in terms of the requirements of problem.

f. thinking consistently in light of both known facts and accepted personal values.

Desirable evaluation and revision of a financial plan to meet changing needs of a family is possible only if the plan is kept flexible.

13. Find out the stages in the family life cycle. Then list the financial needs which are characteristic of each period.

a. feeling intellectual curiosity.

b. recalling selectively.

c. locating pertinent facts.

d. comparing facts.

e. formulating concepts.

Self-discipline in meeting needs and gratifying immediate desires can lead to greater and more permanent satisfactions.

14. Make a list of purchases you have made recently which you could easily have done without. How much money could you have saved for something you would rather have?

- a. recalling selectively.
- b. making judgments.
- c. drawing conclusions.

Students might compare lists and note differences in what people consider necessities and extravagances.

15. Figure the actual amount you could save in a year by eliminating some item which you buy regularly or frequently, but do not need.

- a. making judgments.
- b. interpreting facts.

The problem of how to say "no" when tempted to overspend might be considered here.

16. What are some things for which your family has saved? In what ways did you manage to save? In what form did you keep your savings?

- a. recalling selectively.

An analysis of the advantages and disadvantages of different forms of savings may be carried out, if this is not done elsewhere in the school curriculum.

Some more difficult activities

These might be used for culminating activities or special projects.

1. Choose a committee to visit a community social agency which helps families with management problems, and ask these questions.
 - a. What kinds of problems are found in the families they help?
 - b. What type of information do they give the families?
 - c. How much do they actually supervise the spending of money?
 - d. What evidence do they have that their efforts are successful?
2. Have a group plan and present a skit in which a family plans a budget to cover a vacation trip for next summer--to include car expenses, overnight stops, food, entertainment, sight-seeing. From what sources could they get help in estimating these costs?

3. If there are pupils in the class who are planning on college, they could compare the cost of attending:

- a state college or university
- a privately endowed liberal arts college
- specialized technical school.

Expenses for tuition, living expenses, activities, books, supplies and clothing should be included. What are some ways in which the cost of college can be reduced? Are all of these desirable practices?

A device which encourages class discussion, and helps students identify and evaluate their opinions.

Make lists of arguments for and arguments against statements such as:

- a. High school students should know the size of the family income.
- b. Children should contribute part of what they earn to the family purse.
- c. Children should be paid for work which they do around the house.
- d. Parents should supervise the spending of teen-agers.
- e. Boys should have larger allowances than girls.

Try to find the opinions of experienced people on these questions. Then evaluate the arguments you have listed--and write a paragraph giving your point of view on each issue, together with your reasons for it.

Proof of the pudding

Every teacher wants to know how well her students have learned the material she has been trying to teach. Traditionally, paper and pencil tests have been used to measure the degree of learning. If carefully made, these instruments can indeed, tell us not only how much factual knowledge has been retained, but also whether a student can apply her knowledge to new situations, making judgments, and arriving at warranted conclusions.

The real test of learning, though, comes in the student's response to life situations. When new concepts are spontaneously expressed in action, the teacher can be more sure that changes have been made in the way that a student thinks about the subject. But what kinds of action? Suggested here are ten student behaviors which might be observable by the teacher who keeps her eyes and ears open for pertinent evidence.

Sometimes objectives such as these can even be presented to a class at the beginning of a unit by listing them as behavioral goals. Doing this emphasizes the importance of applying new ideas to one's daily life as an outcome of education. Mere recall of facts and principles, while valuable and necessary, is not enough to indicate that things learned have been made a real part of one's working equipment.

Therefore, after completion of a unit on "Planning the Use of Family Income" we might hope that the student

1. has set up and is keeping a simple financial record.
2. is making some deliberate choices and doing less impulse buying.
3. has learned to recognize some of her own personal values.
4. is more tolerant of patterns of spending which express different values.
5. is more willing to spend time considering goals or objectives in class planning.
6. has begun to think in terms of goals for her own living.
7. thinks of resources besides money when helping to plan club and class activities, home projects, etc.
8. has tactfully introduced at home some simple techniques or ideas to encourage better money management.
9. has a more realistic understanding of the actual cost of living.
10. complains less about her financial status and is more appreciative of her parent's efforts to support the family.

Gaining home cooperation

We might say a bit more about number 8 in the preceding list. Family finances are a very personal matter. Great care is needed if we are to avoid antagonizing the home when working on this unit. The wise teacher will be careful not to be critical of family practices or to appear to be prying into family concerns. But it is possible to take a positive approach to problems in this area, too. Many conflicts between parents and children are caused when a student presents a new idea at home with the dogmatic abruptness which is so often a characteristic of teen-age behavior. The teacher, anticipating this possibility, can plan to help her students develop more satisfactory approaches to parents.

Some time spent in discussing causes for the differences between generations is often a profitable first step. Students can usually see that parents, because they are physically older

- may need less activity and quieter type activities.
- may be more disturbed by noise and confusion.
- may need to move at a slower pace.
- may be more cautious in adopting changes. (After all, they have probably tried a number which didn't work!)

Also, because of our rapidly changing society, young people and parents may lack "common worlds." Changing standards of living, and often of behavior, new inventions, new opportunities for recreation, travel, and education have affected our lives so much that it is difficult for an older person, who grew up in a different setting, to adapt his thinking to current conditions.

It has been found helpful to remind students that, just because they are younger and therefore more flexible, they should be more able to take the initiative in working for improved relationships.

The teacher can point out that no one, not even a parent, likes to be told flatly that he is

- a. "behind the times"
- b. ignorant of some vital information.
- c. inefficient.
- d. doing everything wrong.

Even if one is very sure of her facts, rushing home with,

"Now, Mother, you've not been managing well at all--and I just learned in school today how to fix things up!"

is not recommended as a way to make Mother eager to adopt new ideas.

Students could practice role playing some better approaches. Patience, tact, and respect for the experience and point of view of others could be stressed. Time spent in this way in a homemaking class could influence the student's relationships with others throughout the rest of her life.

Indirect methods of economic education

It is often possible to reach and teach more people through the use of informal methods of education. A class might plan and use a series of these both within the school and out in the community. Students might, for example,

1. write articles for the school newspaper on such topics as,
 - "Buying Better Nutrition with Your Snack Money"
 - "Hints on Selecting _____" (any item which young people commonly purchase)
 - "Inexpensive Ways to Have Fun"
2. write articles for a local newspaper describing the unit in economic education or illustrating some of the basic understandings.
3. invite parents to a class period or an evening program in which the work of the unit is summarized.
4. help in presenting a panel discussion on "Teen-Agers and Money" for a PTA meeting.
5. plan and give a radio or TV program.
6. prepare exhibits for stores
 - A grocery store might be willing to give some space inside. An interesting display could be made of items equivalent in food value but varying in price. Another

possibility would be to call attention to the useful information found on labels.

Window displays in stores might use dolls or modernistic figures along with various objects to illustrate the steps in wise buying.

7. write and mimeograph leaflets to be given away. Perhaps on a given day, some grocery store would be willing to add a leaflet, 'Hints on Food Buying' to customer's purchases.

One homemaking teacher placed a folder of recent money management materials in the local public library, and found that it was used by many people. We need to use imagination in devising informal ways to reach adults in our communities.

Consumer Buying

A study of buying can be undertaken in many of the units normally taught in home economics classes. Preliminary steps in choosing goods and services--such as exploring values, making comparisons, and developing criteria to aid in making choices--can be carried on in all units.

Student ignorance of the economic "facts of life" is often amazing. One rather simple thing which we can do is to help them become aware of the cost of goods of all types. We can encourage them to make cost and quality comparisons on many different types of items. In one beginning foods unit, the teacher made a special effort to emphasize comparative costs. When the class made cocoa, some groups used whole milk, some reconstituted dried milk and some diluted evaporated milk. The students were amazed to find that cocoa made with dried milk costs half as much per serving as that made with fresh whole milk. And a number of them liked the dry milk product better!

In a vegetable cookery lesson, fresh tomatoes were broiled, and cabbage was cooked quickly. When the students found that a serving of (shipped in) tomatoes cost 8 to 10 times as much as a serving of cabbage, one exclaimed in shocked tones, "We have them all the time!" Here, of course, it was necessary for the teacher to explain that other factors, such as nutritive value, must be considered. However, tomatoes are roughly equivalent to cabbage in food value, except for larger amounts of phosphorus and Vitamin A. American diets seldom lack phosphorus--and there are cheaper ways to get Vitamin A in winter. The teacher also pointed out that we all have to make choices as to the way we spend our money, and that if we know that tomatoes are relatively very expensive and still choose to have them, this is our privilege. However, in order to make our choice an intelligent one, we should know the relative costs and nutritive values of the different vegetables.

Food value often enters into the picture. The girls figured the cost of bacon. Then they looked up its food value and found that this was slight. An egg, on the other hand, which could at that time be purchased for the cost of two slices of bacon, ranked high in almost all nutrients. To those who said, "But I like bacon," the teacher pointed out again that they could buy bacon for its flavor and appetizing qualities if they chose, but that if they thought that bacon was adding large amounts of nutrients to their diet, they simply had not been acquainted with the facts.

A very complete source for checking on the nutritive value of food is the U.S.D.A. Agriculture Handbook no. 8, Composition of Foods--Raw, Processed, Prepared. This publication is for sale by the Superintendent of Documents, U.S. Government Printing Office, Washington 25, D.C. Price, \$.55.

Some other possibilities for cost comparisons

In foods units:

1. Compare cost per serving, palatability and food value of
 - a. canned orange juice (at two price levels, if available)
 - b. frozen orange juice concentrate
 - c. a vitamin C enriched orange powder
 - d. juice from juice oranges
 - e. juice from eating oranges
2. Find the cost per ounce of drained weight and evaluate the palatability of 8 - 10 different brands of some canned food. Peaches, cherries, peas, and tomatoes are good possibilities.
3. Compare cost and quality of some "name brand" food items with similar items which are not nationally advertised.
4. Compare the cost per ounce or pound of food in different sizes of containers. Examples: peanut butter, flour, sugar, oatmeal, vanilla, cereals.
5. Compare costs per ounce of cereals and arrange in order from the most expensive to the least expensive.

In child care units

1. Compare the quality and cost of homemade finger paint and play dough with that of commercial products.
2. Compare the cost of a children's party using commercially made decorations, favors, etc., with one where these things are home constructed.
3. Make a list of toys which will give many hours of instructive enjoyment, but which can be purchased for \$1.00 or less.

4. Compile a list of the minimum furnishings needed for the care of a little baby. Investigate variations in cost of the items on the market--and make a chart showing the contrast between an adequate set of equipment and an expensive one.
5. Figure the difference in cost of feeding a baby up to six months, using commercial baby food, formula, etc. Then estimate the cost if the baby were breast fed, if fruits and vegetables were prepared for him at home, etc. Compare your figures.

In clothing units

1. Compare the upkeep cost of a garment which must be cleaned with that of a similar garment which can be washed.
2. Compare the cost of laundering clothes in a "do-it-yourself" laundromat with that of having them washed by a commercial laundry.
3. Compare cost of cotton, nylon, and mixed fiber slips. Also study slips of varying price made of the same fabric. Try to determine what features or characteristics are representative of the different qualities.

In housing and home furnishings units

1. Compare cost of various ways of finishing a floor--paint, plastic tile, carpeting, waxing hard wood, etc. Consider also cost and effort needed to keep the finish in good condition.
2. Compare types of window treatment and make estimates of the cost of each for windows of equivalent dimensions.
3. Considering a home of the same size and quality, compare costs of renting and ownership.
4. Compare the cost of a multipurpose piece of equipment with that of buying separate pieces to do the various jobs.

In personal development units

1. Compare costs of home care of the hair with the cost of having it cared for in a beauty parlor.
2. Make a list of what you consider to be the minimum in cosmetics and toilet articles needed by a high school girl. Study available products and show how these could be purchased at a low-cost level.

3. Plan a minimum vacation budget, thinking of inexpensive methods of entertainment.

In family living units

1. Consider the opportunities for recreation within your own community and make plans for a low-cost family vacation in which all members will find relaxation as well as stimulation.
2. Figure the cost of services which family members do (mowing lawn, washing the car, making repairs, etc.) and find how much they are adding to the family income.

A class project

One Illinois teacher created a great deal of interest in family financial planning by involving students in a "Let's Pretend" situation. Each girl was asked to imagine that she was a new bride, and that she had a husband who brought home a certain amount of money each week. Each was given a list of items which the new family owned. She was asked first to choose a place to live which would be available in the locality and to think about an insurance program. Then the "husband" brought home the first paycheck (in play money). The question of how much of it to use for food, clothing, etc., arose at once. After some investigation of this problem, each girl made her division and placed the money in envelopes to represent the different budget headings. She ruled an account book for her family's use.

One class period was used to represent one week. Each day the teacher gave the class a new list of things for which money needed to be spent. She suggested a variety of choices at different prices for each budget item. For example, the husband needed a new work shirt. Should he order the "thrift quality" from a mail order house, buy the best available in a local department store, or select the two for _____, which the same store had on sale that week?

Or, another time, they wished to invite over for dinner the couple who had been attendants at the wedding. Some type of table covering was needed. Should the wife select a linen cloth, a rayon or cotton cloth, plastic place mats, paper place mats, or a plastic finished tablecloth?

In four class periods (which covered a month of time in the life of the "pretend" couple) the teacher planned for choices which related to many of the different types of things needed to run a family and a household. She also occasionally included an unexpected or emergency type of expense.

Each day the girls made their selections and entered their expense in the account book. The "spent" money was returned to the teacher. Toward the end of the class period, when all were finished, a general discussion was held and reasons for individual choices were given.

At the end of the month (four days) the books were balanced and the family's financial situation analyzed. To their surprise, the students found that some money had been lost or could not be accounted for. They were also beginning to see the value of long-term planning and the need for saving and planning for unexpected emergencies as well as for foreseen events.

The teacher found that the girls' own families became involved in this project. The choices were often discussed at home--and students became more aware of parental values. Students and families learned many things. And the learning was fun, too!

Take Time For Beauty

A number of years ago, two Americans, visiting in Tokyo, were invited to a formal luncheon, and afterwards, to tea in an adjoining room. Upon entering, they saw a large and beautiful Japanese vase set ceremoniously on the floor in the center of the room. The guests seated themselves, also on the floor, in a circle around the vase, and contemplated its beauty as they sipped their tea.

As they sat in silence, the visitors realized again how necessary a part of life is the awareness of beauty. In Japan, even in the poorest homes, they had noticed that there was always some spot that had been arranged for this purpose--a flowering, or even a dry leafless branch placed so that its shadow would trace a graceful design.

Nor did the Japanese think it necessary to own beauty in order to enjoy it. Another time the Americans were invited to a home for an evening. The house had a flat roof, and the entertainment consisted solely of watching a full moon rise. With only occasional murmurs of conversation they gazed silently for an hour or more as it ascended the heavens.

Could we not learn from the wisdom of our Oriental friends?

SOME QUESTIONS AND ANSWERS ON LAUNDERING PRACTICES AND WASH AND WEAR CLOTHES

Jane Werden, University of Illinois

Q. I'm confused. What is the difference between a soap and a detergent?

A. Your confusion is understandable, and you have plenty of company. First of all let's define a detergent. A detergent is any chemical that cleans. This means that just plain water is a detergent. Now you say that this definition isn't much help. The trouble is that you probably want to know the difference between a soap and synthetic detergent. A soap is a cleansing agent made by the action of an alkali on a fatty acid. A synthetic detergent is a non-soap product that has detergent properties. It is produced by chemical synthesis. In actual practice the main difference between the two lies in their reaction with hard water. Soap will react with the calcium and magnesium salts present in hard water to form insoluble soaps or curd that are deposited on the surface of the fabric. This curd helps to cause what is commonly known as "tattle tale gray."

A synthetic detergent, often called a syndet, will form soluble soaps with the calcium and magnesium salts present in hard water. Therefore, no problem of curd occurs.

Q. Is there a difference in synthetic detergents? I find so many on the market and don't know which one to buy.

A. Yes, there is a difference in synthetic detergents as well as in soaps. We can classify soaps and detergents both as built and unbuilt. In the built detergents we have also the low sudsing and high sudsing types. Also we are now getting more liquid syndets on the market.

An unbuilt soap or synthetic detergent is slightly basic in its reaction with water. An unbuilt soap is almost entirely pure soap while an unbuilt synthetic detergent contains approximately 35-50% detergent, and the balance is usually made up of the neutral salt, sodium sulfate. We call these products mild and use them on delicate, lightly soiled garments. A built soap or synthetic detergent has had one or more compounds added to it that makes the washing solution more alkaline. This alkalinity improves the soil removal efficiency and helps to soften the water. These products are called all-purpose soaps or detergents. We use them to wash our dirtiest clothes of all kinds.

Some synthetic detergents form large amounts of suds. We can no longer use the old rule of thumb that two inches of standing suds in the non-automatic washer meant you had used enough soap. In the front loading, tumbler action type of automatic washing machine these high sudsing detergents reduce the washing action of the machine. Even in a top loading automatic the presence of excess suds will slow down the spin cycles--thus leaving more sudsy water in the clothes and making thorough rinsing more difficult. Low sudsing detergents have been developed especially for use in these machines. Some of these are in a condensed form and some in a fluffy form. Amounts should be used according to directions on the box.

The liquid detergents have been mainly of the mild type designed especially for dish washing. Recently, three all purpose liquid detergents have been placed on the market.

Another rather recent development is an all purpose household cleaner that is a combination of a detergent and an organic solvent such as naphtha. These are recommended for many household cleaning tasks including laundering. Because of the high flammability of the organic solvent used, these products should not be used in an automatic washing machine. However, they may be very valuable in the removal of stubborn grease stains, in pretreatment of clothes.

- Q. I have heard that it doesn't make any difference if I switch detergents. Some weeks there is a better buy on one brand than another. Is it O.K. for me to switch brands?
- A. Yes, this practice is all right if you use the right detergent for the type of machine and hardness of water that you have. Many of the detergents are very similar in their formulation now so switching from one to another won't cause trouble.
- Q. The water in our area is very hard. I use a synthetic detergent but still my clothes aren't as clean as I'd like them. What am I doing wrong?
- A. While it is true that the syndets work better in hard water than soap, washing clothes in hard water, regardless of detergent used, removes less dirt than washing in soft water. So, if your water is very hard, you will have cleaner clothes if you soften your water in some way. You can do this by using water softening products and adding the recommended amounts to both the wash and first rinse waters. In some automatic machines it is somewhat difficult to add softener to the first rinse, but it can be done.

You can also have a water softening system installed in your home. These may be ones that you service yourself or the company will service them at regular intervals. The cost of installation and upkeep may seem high but over a period of time these costs should be offset by the use of less detergent and the satisfaction of having cleaner clothes.

If it is impossible or impractical to soften the water in any way, then approximately one-third more detergent must be added in order to obtain a satisfactorily clean wash.

- Q. How do I know how much soap or syndet to use?
- A. The amount of soap or syndet used in laundering is determined by the type of machine you have and the hardness of the water. On the next page is a chart giving recommended amounts taking these two factors into consideration. Also some brand names for each type are given.

Amounts of Detergents to Use in Laundering

<u>DETERGENT TYPE</u>	<u>TRADE NAMES TESTED</u>	<u>CUPS OF DETERGENT NEEDED</u>			
		<u>Top loading</u>		<u>Front loading</u>	
		<u>Soft</u>	<u>Hard</u>	<u>Soft</u>	<u>Hard</u>
Soaps					
All-purpose	Duz, Rinso, Fels-Naphtha	1 1/2	2	1	1 1/2
Mild	Lux, Ivory Snow	Not recommended, no measurements			
Synthetic					
All-purpose					
Low suds	Dash, Spin, All, Ad*	3/4	1	1/2	3/4
High suds	Fab, Cheer, Rinso Blue, Tide, Surf, Breeze, Oxydol	1 1/2	2 1/4	1	1 1/2
Mild	Vel, Dreft, Trend	Not recommended, no measurements			
Cold-water type	Lastic Life, Woolite, Wool Brite, Sweater Fluff	"	"	"	"

*Ad is less dense. To get proper concentration, double the amount given above.

- Q. I buy a special detergent to wash my sweaters. I like this detergent very much but find it rather expensive. Is it necessary for me to use this special detergent?
- A. These special detergents for sweaters are often called cold water soaps. From time immemorial we have been told that wool should be washed in lukewarm water with a mild soap. Research at the University of Illinois and other places has proved definitely that hot water is not harmful to wool. Agitation, however, is harmful to wool.

The special detergents are expensive. They range from one to three dollars per pound where the average detergent costs about \$.35 a pound. In washing wool sweaters the type of detergent and temperature of the water are not nearly so important as the amount of agitation. Work was done here at the University of Illinois by two different graduate students washing wool fabrics by machine. These fabrics had to be lifted from the machine between rinses. Handling these fabrics as carefully as possible in this lifting process, one girl caused 10% more shrinkage than the other. Temperature of water and kind of detergent were the same. The only difference was in the amount of agitation. One girl just naturally was harder on the fabric than the other.

- Q. There is so much advertising about special ingredients in detergents that make clothes brighter, are these just advertising gimmicks or are they useful additions to detergents?

- A. You are probably referring to optical brighteners. These are used in most soaps and syndets now. They are used for the same reason as bluing but are much more effective when properly used. They counteract the yellow in white fabrics and made them look brighter and thus whiter. Unfortunately, the brighteners now used are effective mainly on cotton and rayon, not on fabrics of other fiber content. Brighteners that are effective on other fibers are available but are too expensive to use in commercial products.

One problem does exist in relation to the use of bleach and the brightener used in detergents. These two compounds are often not compatible and should not be used together. In order to avoid this problem, bleach should be added near the end of the wash cycle. This allows the brightener time to attach itself to the fabric and do its work before the bleach is added. If the bleach is added after the wash cycle is at least half done, the bleach must be diluted with water before addition to the washing machine if severe fabric damage is to be avoided.

- Q. My mother practically never used bleach, yet she had white clothes. Most of my friends use bleach in every load of clothes. Doesn't this harm the fabric, and is this necessary?
- A. Our ideas about the use of bleach have undergone some change. One fact still remains true and needs to be kept in mind. Bleaching with a chlorine bleach does harm fabrics, especially those containing cotton. In a recent study, fifty per cent of the damage claims that were reported by various laboratories were proved to be the result of improper use of bleach. With this fact in mind, it is necessary to know how to use bleach to whiten clothes effectively and still do as little harm as possible to the fabric.

The main purpose of bleach is to remove stains or discoloration and make clothes whiter. The purpose of bleach is not to remove soil. It is believed that the use of bleach can aid in soil removal by changing chemically the nature of certain kinds of soil thus making them more easily removed by a detergent.

Unless white clothes are heavily soiled bleach does not have to be used every time. Here are some rules to follow in the use of bleach.

1. Use in recommended amounts, measuring accurately.
2. Dilute before adding to washing machine.
3. Add 3-4 minutes before end of wash cycle, not at the beginning.

So far we've been talking about liquid chlorine bleach, the kind most commonly used. There are also powder bleaches of two types. One is a chlorine type that is slightly safer to use than the liquid

chlorine type because the chlorine is released slowly, not all at once. The other is the mild, perborate type of bleach, sometimes called an oxygen bleach. This bleach is safe to use on all fabrics, its action is mild and it must be used every time.

Q. I have yet to own a garment that I felt I could wash, then wear with no ironing at all. What does "wash and wear" really mean?

A. The term "wash and wear" has caused a great deal of confusion. Basically the term means clothes that can be washed and require little or no ironing. Most people agree that any garment will be improved with some "touching up" or light pressing.

There are 3 kinds of fabric used in wash and wear clothes. First, there are fabrics of the true synthetics, such as nylon, Orlon, Dacron, Acrilan. Then there are the treated cottons. The third kind is a blend of the synthetic fiber usually cotton, although rayon is also used.

Even though the fabric is truly wash and wear, if the garment is not properly constructed, then it will not be wash and wear. Seams can cause a great deal of difficulty. Carefully sewed seams will not pucker in laundering. All interfacings and trimmings on the garment must also be wash and wear if the finished garment is to perform satisfactorily.

Q. I have seen the term automatic wash and wear. What does this mean?

A. This means that the garment can be washed in an automatic washer, dried in a dryer, and require little or no ironing. Research at the University of Illinois and other places has shown that many wash and wear items can be quite successfully dried in a dryer if two precautions are followed. First, do not overdry. Take the garment out when it is slightly damp, hang on a hanger, pull seams to straighten, and do a little "finger pressing." Second, do not use a temperature above 175°F. Most new dryers have a lower setting for wash and wear.

Q. Can I wash my wash and wear clothes, especially a man's white shirt, in with other clothes in a regular load?

A. Yes, with some qualifications. If you have a dryer this will be much easier. Then you can let your wash and wear clothes go through the complete cycle in the washing machine. If you don't have a dryer, wash and wear clothes should be removed before the spin cycle and allowed to drip dry. With a mixed load, fishing for wash and wear would be a nuisance.

Wash and wear cottons can be done with a regular load if no bleach is used. In some cases when bleach is used on white wash and wear cottons, they will turn yellow. There are some wash and wear cottons on the market now that will not do this, but it is safer not to use bleach.

Synthetics can be washed in with a regular load if it is a lightly soiled load, and if no more than a seven pound load is used. Do not wash white synthetics in with any colored clothes as they pick up colors easily.

Q. Do wash and wear clothes wear as long as others?

A. Treated wash and wear cottons do not wear as long as untreated cottons. However, the treated cottons will look better during their wear life. The treated cottons are less resistant to abrasion. This explains why a small boy's overalls in treated cotton wear out more quickly at the knees and cuffs.

Q. Recently I bought a white blouse. The label said that the blouse would not turn yellow in a chlorine bleach, but not to use a chlorine bleach on the blouse. Please explain this.

A. This one is really confusing. While it was true that the blouse would not turn yellow in a chlorine bleach, a chlorine bleach would remove the finish from the fabric and should not be used for this reason.

NOTE TO OUR SUBSCRIBERS

Last year we were troubled by copies failing to arrive within a reasonable time in isolated cases, but our super-considerate subscribers failed to notify us until the end of the year. Everything in each issue is "hot off the griddle," and issues will be more enjoyed if they are not too long delayed, we believe.

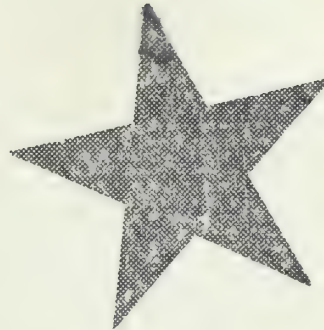
Some delay is certain to occur so long as third-class mail must be used for economy's sake. And, even more than commercial publishers, we are certain, also, to have production delays that cannot be avoided. But, if after eight or ten weeks, an issue has failed to arrive, we shall appreciate a post card from you. We'll enclose the missing issue with the next mailing. And thank you for your cooperation!

1959-60 Editorial Board: Letitia Walsh
Dorothy Keenan
Emily Howald

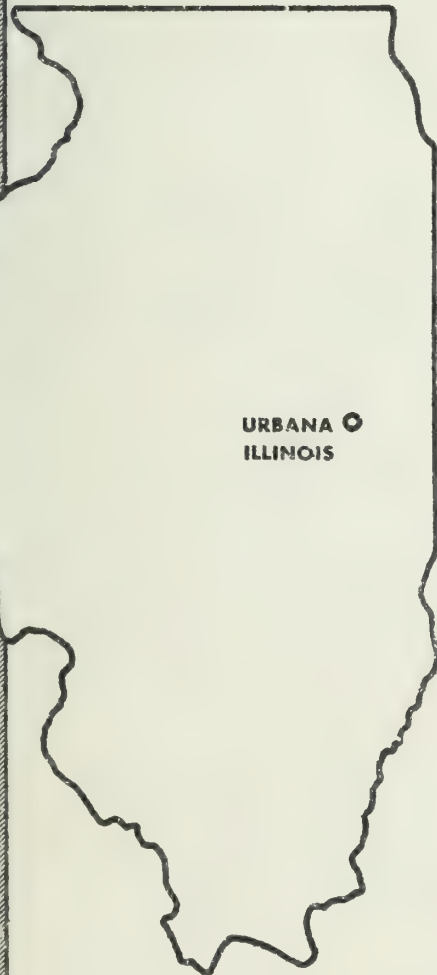
ILLINOIS TEACHER

HOME ECONOMICS
EDUCATION

UNIVERSITY OF ILLINOIS

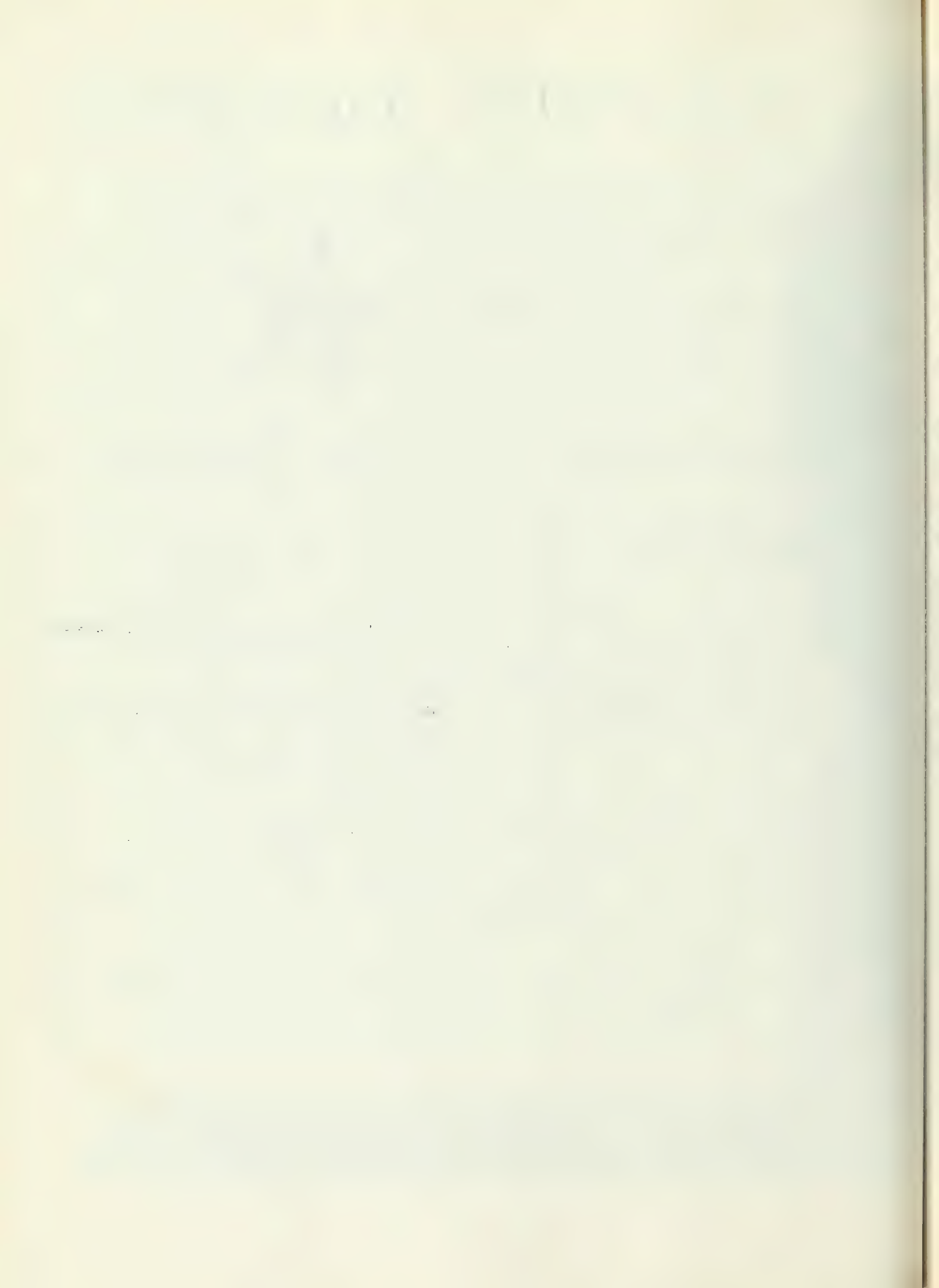


Star Feature



THE CHALLENGE OF THE JUNIOR HIGH SCHOOL HOME LIVING PROGRAM

	<u>Page</u>
The Junior High School--A Growing Institution	151
Behavior Patterns of Early Adolescents	155
Demands and Hopes of Society	180
The Needs of Families in a Changing World	183
Awarded the "Seal of Approval"	186
The Research Approach in Teaching	198
A Look at Realities and Dreams	200



THE CHALLENGE OF THE JUNIOR HIGH SCHOOL HOME LIVING PROGRAM

Bertha Mathias, State Board for
Vocational Education, Springfield
Doris Manning, University of Illinois

The junior high school came into being in 1909 in Columbus, Ohio, and Berkeley, California. The 6-3-3 organization of the junior high school attracted nationwide attention. As a result, junior high schools were soon adopted in communities throughout the United States. In small communities the 6-6 plan spread rapidly, while in large communities the 6-3-3 plan was more popular. Building and administrative considerations influenced other communities to introduce the 6-2-4 plan or some other type of reorganized school. By 1920 there was a sufficient number of reorganized schools to justify the conclusion that the 6-6 division between elementary and secondary education was quite generally recognized as being desirable.

The Junior High School--A Growing Institution in a Changing World

The first period of rapid growth of junior high schools came during the 1920's when school enrollments were increasing rapidly. In 1920 there were only 55 junior high schools, but by 1930 this number had grown to 1,842. The number of combined junior-senior high schools increased during the same period--from 828 in 1920 to 3,287 in 1930.

For the second time in its short history, the junior high school, like the early adolescent it serves, is experiencing rapid development. In most communities today, however, it is more than a housing convenience. "The advantages of the broad program offered in a junior high school type of organization are so widely recognized that most communities faced with building a secondary school today are giving serious consideration to the establishment of a junior high school type of program," according to Grunn and Douglass in The Modern Junior High School.

In spite of the "individual differences" of the many types of junior high schools, we can define our term. The junior high school is a program of education, not merely a building, nor a collection of grades, nor a school unit with a principal in charge. It is an educational program derived from the nature and needs of boys and girls during early adolescence.

Developmental tasks of the junior high school

Because of the changed demands and changed life-patterns for modern youth, many of the time-honored features of present junior high school programs are being re-examined. In a publication from the National Conference on Junior High Schools held in 1955 in Washington, The Changing Role of the Junior High School, the following statement of purpose was made: "Originally intended to (1) provide exploratory

experiences for early adolescents, (2) effect economy of time in their schooling, and (3) offer some terminal training, the junior high school, today, is expected to provide general education to all youth, based on the nature and needs of early adolescence."

The function of the junior high school at the present time seems to include emphases on:

Integration--of program unified by an expressed philosophy; of learnings based on units of work which cut across subject matter lines; and of personality through awareness of what is needed to promote mental health.

Exploration--through co-curricular experiences and the introduction of courses such as shop and home living. Such exploration should provide opportunity for the pupils to become familiar with many fields, to find the connection between them and problems of human relationships, to apply this new knowledge to family life and human relations, and to discover many new leisure time activities. Exploration is concerned not only with vocational activities but is concerned also with supplying opportunities for pupils to find themselves in cultural, social, recreational, and avocational pursuits.

Guidance--not particularly vocational guidance, but guidance directed toward helping boys and girls with all the problems and adjustments they face: educational progress, social development, emotional growth, and adjustments to new situations.

Differentiation--meeting individual needs and providing for individual differences and abilities. Focus on how teachers work with pupils, rather than upon peculiar administrative devices.

Socialization--using classroom methods where the many kinds of abilities needed in a democratic society are recognized. Teachers need to learn how to help pupils change behavior patterns and how to develop the characteristics which people need for effective, generous, and abundant living in a democratic society. Many teen-agers lead narrow lives and are already beginning to reduce their adventures in human relations. We need to discover ways of dispelling fear and of creating security, of preventing frustration and producing satisfaction in a variety of inter-personal relations.

Articulation--adjustment of pupils as they move from elementary to senior high school. Curriculum which are planned for vertical integration are important. The junior high home-making program should not be a stereotyped program which

succeeds in killing rather than in creating interest in a thorough study of home and family life as it relates to later adolescence and adulthood. This calls for coordination with the high school and adult program in every community.

Trends in the developing junior high school

More specifically, what are some of the "trends" in the content, organization, and development of the junior high school curriculum? Information from the most recent publications seemed to indicate that the following items may be considered "trends."

Curriculum planning based on a knowledge and observation of a sound, broad, basic philosophy of education.

Definitely formulated aims and objectives in terms of specified types of growth of learners.

Closer interrelation between the various subjects, through correlation (such as when the homemaking teacher and English teacher join in checking pupils' written work, pupil presentations, etc.), fusion of subjects (as when cooking, sewing, child care, household care, and home management are taught as "home living"), and integration (the Core program, which combines two or more subject fields, such as English and social studies, and sometimes parts of art, science, mathematics and music.)

Use of resource units, which include suggestions of instructional materials and learning activities, organized into large units with emphasis not only upon intellectual development but also social, physical and emotional development.

A recognition in practice as well as in theory that children vary greatly in their ability to learn and in their individual needs.

Greater participation by teachers, pupils, and lay people in planning curriculum.

Organization of subject matter and learning activities around problems in everyday life of pupils.

Use of a variety of materials and activities, rather than slavish dependence upon a textbook.

Toward general education as compared with special education; emphasis upon teaching for the common needs of all youngsters rather than upon elective subjects in fields of special interests. (Home economics is taught largely for general education purposes.)

Toward more adequate preparation for intelligent citizenship.
Toward preparation for intelligent consumership and effective home life.

Evaluation from a wide variety of sources and techniques, including daily observation of growth in all areas.

In an interview, Dr. J. Lloyd Trump, University of Illinois, reported on the concerns of junior high school principals as reflected in a conference on The Comprehensive Junior High School this fall.

People in leadership positions are being pressed for justification of some of the subjects and other experiences that constitute enrichment. There is a need to relate better than we have to the developmental needs of early adolescents if these are to be truly deserving of the term "enrichment."

There is an attack on extra-class activities; both the public and teachers are showing less interest in the face of pressures on students for academic achievement.

There is a trend to push advanced mathematics, science, and language studies downward in grade level and push students ahead in these fields. What will be pushed out? Coupled with the attack on extra-class activities, this would seem to make the junior high school less flexible and would limit ways of meeting needs of individuals.

Junior high school leaders are under pressure from senior high school leaders to move the more able pupils to senior high schools (advanced placement).

Some junior high schools are trying team teaching and more versatile and increased ways of using television, the overhead projector, and similar visual aids.

While there is no apparent "groundswell" movement, there is talk about re-grouping students into larger groups for special purposes, the use of community consultants to talk to pupils, and the increased use of sub-professional assistants.

There is a real need for better definition of the role of home economics as a part of basic (general) education. There would seem to be justification, as a part of general education, for home economics education for both boys and girls.

Home economics education "apartments" may need to be more flexible so that pupils can have more experiencing, instead of talk-about, homemaking principles, such as redecorating the "apartment " frequently.

Home economics education may need to become more a part of "community education," including parents as well as junior high school pupils.

There is a big gap between what parents know and what they should and could know about the early adolescent. Education has accumulated a store of knowledge not readily available to parents. Junior high schools could do both parents and youth a real service, reports Will French in the Bulletin of the National Association of Secondary School Principals, by seeing that parent education is carried on. Its leaders ought to be actively interested because the junior high school cannot do its principle job of educating students unless good child-parent relations exist in the home. This is one aspect of the curriculum seriously in need of development.

Behavior Patterns of Early Adolescents

Overstreet has written, "Few schools have yet recognized that their central function is that of helping young life to grow into mental, emotional and social maturity. This recognition must come as our last great educational adventure."

Satisfaction of the need of junior high school youth cannot rest solely with the school, but conditions of modern life often make it necessary for the school to accept a major role in meeting the emotional and social as well as the mental needs of large numbers of children. No less important is the recognition of the fact that the child is an entity and cannot be separated into parts. He brings his whole self, his background and his community into the school. The needs of that totality become the concern of the teachers in the modern school.

Needs of the early adolescent

While authorities may use different terms to express the needs children experience as they strive to lead emotionally comfortable lives in which they can make normal progress toward maturity, the following needs are generally recognized:

- * Affection and security--which create feelings of being wanted, a sense of belongingness and of personal worth. Some teachers grumble that they are employed to teach, not to love, but pupils do not learn efficiently when they are frustrated because what they have to learn bears so little relationship to the problems that worry them.
- * Recognition and reward--praise and reward create feelings which release tensions and enable pupils to work more effectively. Studies show that it is easier for most teachers to reward children who are like themselves--middle- and upper-class children. The lower-class children are more frequently punished

for their differences, many of which are not within their control because they are a part of the culture into which they were born. There are ways to praise even the naughty and dirty pupils, the retarded and the slow ones as well as those who are clean, conforming and bright.

- * Achievement and success--which help to create feelings of adequacy. Junior high school girls and boys need many opportunities to build up feelings of pride and status. The use of group processes is a way to provide for all kinds of abilities and interests and to give equality of status to all the children. In such groups the pupils have greater opportunity to experience group membership, to feel wanted and of value, when their contributions to group work are accepted and when they see themselves in the group product.
- * New experience--the early adolescent needs recreation, needs contacts with things and ideas that are beautiful, to use new powers of mind and body, to employ the developing ability to use ethical and moral judgments and values. Through direct experiences, pupils can learn that people are fun. From meeting adults in new relationships they can get from them the excitement of living. Through vicarious experiences, such as seeing and discussing films and stories about human relations, as well as through many opportunities to talk about their own problems of living, they can be helped to visualize and prepare for the adventures that lie ahead in the realms of courtship, marriage, and family living.

Those teachers who desire to become more sensitive to pupil needs or to be more creative in meeting these needs will find the following publications invaluable:

Toba, Hilda. With Focus on Human Relations: A Story of An Eight Grade, \$2.50

Toba, Hilda. Diagnosing Human Relations Needs, \$1.75

Both are available from:
American Council on Education
1785 Massachusetts Avenue, N. W.
Washington 6, D. C.

Characteristics of the early adolescent

One of the biggest questions to answer before planning a homemaking program for the junior high school is: What do we know about the early adolescents? This is an area where new research is needed, but we do have some small amount of research and many hunches to operate from.

At this age the child's well-knit personality pattern seems to come apart for a time. Accepted values weaken, repressed infantile habits reappear, and conflicts, fears and anxieties develop.

The age of early adolescence is an age of contrasts. The teacher is very aware of this as she looks upon her junior high school classes. Large and small body sizes, timidity and boisterousness, obedience and defiance, neatness and dishevelment are seen in both boys and girls. The average early adolescent is restless and can't sit still. Both boys and girls crave action and sometimes provide for excitement through a high degree of muscle explosiveness. They have a greater interest in vivid fantasies than in abstract ideas that aren't related to their everyday interests. They have a high interest in the odd, the trivial, and the superficial, yet demand a certain degree of reality. The early adolescent is full of fears springing from his insecurity--not indicated by his actions.

Boys and girls in this age group are not small adults. They are growing through definite, recognizable stages, each with distinct types of behavior and clusters of characteristics. Although these characteristics appear quite consistently in early adolescence, any individual may vary widely. That individual has a right to vary; each boy and girl grows according to the individual's own pattern of development, not to fit a chart. The following Behavior Patterns were adapted principally from:

Schnell, Dorothy. Characteristics of Adolescence, Minnesota, Burgess Publishing Co., 1950.

Guides to Curriculum Building--The Junior High School Level, Wisconsin Cooperative Educational Planning Program, Bulletin No. 8, January, 1950.

THE EARLY ADOLESCENT (about 12-13-14 years old)

Behavior patterns	Implications to homemaking curriculum
Physical Development	
1. Almost all girls and boys grow rapidly during the junior high school years, some as much as six inches in height in the course of a year. Girls, on the average, are taller than boys during these years. There is a gain in weight at this time, greater for girls than boys.	In equipping the homemaking rooms, provide seating equipment adjusted to the wide range of individual differences in physical size. Help students understand, perhaps through collecting information about physical characteristics of family members, how many physical characteristics are inherited.
2. Girls develop breasts and grow in width of hips; boys become broad-shouldered and deep-chested.	In the same way, through a consideration of the actual physical differences within a single group of peers as well as the use of charts and graphs, develop understanding of the normality of variability in growth.

Behavior patterns	Implications to homemaking curriculum
	<p>Arrange for observation of nursery school, kindergarten, or first grade children to point up differences in physical development.</p>
	<p>As a home experience, pupils may explain to younger members of the family what "growth spurts" are and how we all grow at different times.</p>
	<p>In teaching clothing construction for girls, plan short projects, using methods of instruction and classroom management that will allow projects to be completed before they are outgrown both in size and in interest.</p>
	<p>Make allowance in the hem and waist-line for growth.</p>
	<p>Teach boys how to plan for growth when buying own clothing.</p>
	<p>Teach the use of optical illusions in color and line when selecting clothing appropriate for each pupil's weight and body build.</p>
	<p>Guide boys and girls to acquire the basic nutritional facts and attitudes needed for intelligent choice of foods. (May use animal nutrition experiments.)</p>
<p>3. Lowered resistance is related to acceleration in growth, and boys and girls are apt to fatigue easily.</p>	<p>Help students develop a schedule of work and leisure time activities which allow time for sleep and rest.</p>
<p>4. Bones are almost mature. The last wrist bone usually appears between 10 and 12.</p>	<p>Use classroom procedures and methods which will help to avoid accidents and embarrassing situations and give security to the ill-at-ease; i.e., flexible seating arrangement, some routine to eliminate the need for haste.</p>
<p>5. Uneven growth of different parts of the body, plus the appearance of secondary sex characteristics, frequently causes an "awkward stage."</p>	<p>Provide situations in which boys and girls can learn and practice</p>

Behavior patterns	Implications to homemaking curriculum
	appropriate social behavior--introductions, mealtime etiquette.
	Foods and clothing projects should not require too fine muscular coordination. Some pupils will have a great deal more "ability" than others.
	Use pre-tests to determine as nearly as possible the degree of coordination each pupil possesses.
6. Facial features--teeth, nose, jawbone, chin and length of face--grow at unequal rates. The teeth usually attain adult size first. Then the nose widens, causing the eyes to become farther apart. Finally jawbone and chin catch up.	Give pupils opportunity to think about and discuss the qualities that contribute to personal attractiveness; use illustrations of homely people who have charm and are loved and admired.
7. The stomach grows in length and capacity with corresponding increase in appetite. Other digestive organs grow at varying rates and are often unable to take care of the added food intake. Peculiar food preferences--highly spiced, sweet or sour foods--are often shown at this time.	Appetite makes possible introduction of new foods which otherwise would be difficult.
8. Voice change occurs in both boys and girls, more noticeably in boys.	Give experiences in cooking and serving various food--creamed tuna on toast to balance idea that milk and fish cannot be combined in the same meal.
	Provide experiences leading to understanding of what food habits affect digestion.
	Offer a sufficiently stimulating program of school activities to reduce the need for over-indulgence which comes from boredom and dissatisfaction.
9. There is a noticeable increase in armpit perspiration due to increased activity of sweat and sex glands.	Provide opportunity for pupils to learn how to choose and use deodorants, etc., which are economical, safe and effective.

Behavior Patterns	Implications to homemaking curriculum
10. Appearance of acne is common. Seventy per cent of boys show some acne at this time.	Help them develop an understanding of the causes of acne and how diet, rest, exercise, cleanliness and tension are contributing factors to skin problems.
11. The maturing of reproductive organs is often accompanied by restlessness and preoccupation.	Pupils need to have opportunities for understanding body growth and functions.
12. The period of most rapid growth in strength is between 12 and 13 in girls and between 15 and 16 in boys.	
13. Sharply widening differences between boys and girls in performance of motor skills occur at this time. Both physiological and cultural differences may be influential.	Provide for "change of pace" in classroom activities.
Physical maturity plus practice results in improved coordination with most girls of 10 or 11. If there is little opportunity to practice during these years, the quality of performance is apt to remain poor, with the result that the child tends to become an onlooker. Fine finger control is not usually accomplished until 12 years of age or later. Large muscle activity is on the decline. This period may begin a time of poor coordination.	Provide opportunity, especially for boys, to find wholesome ways of expressing aggressive impulses. Give them responsibility.
	In clothing construction classes, girls can learn to run a sewing machine more easily than they can learn to do fine hand sewing. They should not be compelled to achieve a standard of perfection for which they have neither the maturity nor background. This results in making them dislike, rather than like, to manipulate materials.
	Fewer experiences and more opportunities to repeat these experiences may develop more skill and create greater interest than offering such a wide range of experiences that they cannot be mastered with any degree of skill.
	Several short units in clothing construction throughout the year are generally better for the early adolescent than one long unit.
	Provide variation and two or three levels of additional learnings and some individuality (i.e., how to trim

Behavior patterns	Implications for homemaking curriculum
	or accessorize a garment so that it is different from others from the same pattern).
14. The period from 10 to 15 years has the lowest death rate of all age periods. Superior amounts of energy help boys and girls in this age range withstand adverse environmental and physical conditions. However, certain hazards to health are present which may show up as serious handicaps in later years.	Guide pupils to work out their own plans for improving health status and to engage in periodic self-evaluations of the progress they are making toward their own goals.
	Give pupils some opportunity to know and practice home nursing.
	Before carrying through an activity in foods in the homemaking kitchen, formulate a code of safety to be observed while working.
	Formulate in class a code of responsibility for safety while baby-sitting. Include how to meet emergencies, making pan handles inaccessible to the young child, helping children keep toys picked up, protection against slipping in bath tub. Indirectly, this may help the early adolescent improve his own safety practices.
15. Children who suffer from mal-occlusion often begin a program of intensive correction.	Appreciate that the emotional strain related to remediation may cause bizarre or anti-social behavior.
16. The early adolescent is extremely restless. No matter how keen his interest, he may be wiggling, twisting his hair, or otherwise displaying his restless nature.	

Intellectual Development

- | | |
|---|--|
| 1. Boys and girls are increasingly able to deal with words, ideas, and other symbols of mental ability. | The new pamphlet <u>Teaching Processes of Thinking in Homemaking Education</u> , by Elizabeth Simpson and Louise Lemmon, will be particularly helpful here. It may be obtained for fifty cents from the Department of Home Economics, NEA, 1201 Sixteenth Street, N.W., Washington 6, D.C. |
|---|--|

Behavior Patterns	Implications for homemaking curriculum
	<p>Offer learning experiences which are purposeful and challenging--which offer creative and research activities and stimulate thinking rather than put a premium on the passive acceptance of the ideas and conclusions of others and the memorization of required facts.</p> <p>There is a need, however, in both food preparation and clothing construction to demonstrate each process carefully at the time it is used.</p>
<p>2. There is a steady increase in ability to reason, judge, generalize, gain insight. Almost one-third of this group believes superstitions, but as their knowledge increases, they lose them somewhat.</p>	<p>Provide many learning experiences to help boys and girls use their intellectual powers more effectively; help them become increasingly skillful in communicating ideas through speaking and writing; in gaining ideas from others through reading and listening, interpreting charts, graphs, tables; in finding reliable sources of information.</p> <p>Help them learn to analyze sales propaganda.</p>
<p>3. They desire and are better able to take part in adult discussion and in adult activities. Sometimes their plans are more ambitious than they can carry through.</p>	<p>Help pupils see how they can contribute constructively to adult discussions and family councils.</p> <p>Help parents understand the growing capacity of these pupils for self-direction and their desire to be included in adult discussions and family councils.</p> <p>Plan activities that will bring together the parent, pupil, and teacher on an equal footing.</p>
<p>4. Increased mental maturity is reflected in the growing capacity to plan their own lives. They are capable of greater insight into themselves and increasing responsibility for self-direction.</p>	<p>Provide many opportunities for pupils to share in setting goals, making plans, carrying through plans and evaluating outcomes; help them become increasingly self-directive through these experiences.</p>

Behavior patterns	Implications for homemaking curriculum
5. Can plan with others and carry out plans they have made.	
6. Junior high school boys and girls are able to memorize more effectively than at younger ages, but will do so willingly only if they believe rote memory is efficient in a given situation. Prefer intellectual experience which challenges reasoning.	<p>Let pupils participate in setting goals and choosing experiences which will contribute to progress toward these goals.</p> <p>Arrange for more repetition of basic ideas, but with a different slant each time.</p>
7. Plateaus enter the growing ability to concentrate because of attention to stimuli of importance to the adolescent but not to the adult. This age group is more concerned with own feelings and thoughts than with academic pursuits.	<p>Work on problems which are of importance to the early adolescent. Let the pupils participate in planning and evaluating.</p> <p>Provide opportunity for pupils to study and evaluate their own work habits and to plan systematically for their improvement.</p>
8. Physical surroundings conducive to concentration differ widely with individuals. Inattention seems to be more closely related to the presence of emotional problems than to lack of ability.	<p>Help the class establish and maintain good working conditions in which individuals refrain from thoughtless disturbances.</p> <p>Provide understanding guidance to relieve emotional stress and re-direct effort into constructive channels.</p>
9. Imaginative powers show growth.	<p>Let the pupils be as creative as possible. One junior high teacher, in an area where the available "textbooks" were not appropriate for the abilities and backgrounds of her pupils, helped the pupils determine what was needed and appropriate and write their own "textbooks." These were used to good advantage by successive classes. The "Babysitter's Handbook" which many classes develop is only one possibility.</p> <p>Making centerpieces, planning "accessories" such as monograms, collars,</p>

Behavior patterns	Implications for homemaking curriculum
	fabric flowers, scarves, belts, for the garments which they construct or buy, are other examples.
	Dramatize lessons whenever possible.
10. Often display amazing intellectual curiosity and power. Love new adventures.	Include exploratory units to expand interests. A flexible program will be less likely to make learning dull routine than a rigid one.
	Provide ways for pupils to experience the fact that <u>people</u> are exciting, through the use of consultants, speakers, and work in groups.
11. Interests expand and mature during junior high school years. They are still quite unstable, however, and susceptible to guidance and stimulation.	Use a wide variety of the literature available for this age group to illustrate concepts. Use movies, TV programs, music for illustrations.
There is increased interest on the part of both boys and girls in current happenings and vocational plans.	Help them learn to examine ideas and emotions illustrated in the stories they read, movies and TV they see, and songs they hear.
Boys are primarily interested in travel, sports, movies, radio and TV. Other interests are pet collections, one's family, reading, school, painting, writing, and music. Girls have similar interests except for sports which are less important than home and social activities.	
12. Movies and TV are important part of their lives. They affect their modes of dress, grooming and manners. They influence their standards of conduct and affect their attitudes toward family, religion, sex, national and world affairs. They are powerful in stirring up emotions. Identification with stars is common at this age.	

Behavior patterns	Implications for homemaking curriculum
13. Recreational reading reaches its peak between the ages of 12 and 13. Boys prefer stories involving mischievous pranks, fights, races, moving around and adventures. Girls like mystery, death, kind acts, social and romantic episodes.	
14. Individuals differ widely in reading abilities.	Provide a number of references on topics discussed in class, on different levels of reading ability. As suggested earlier, let pupils write some of their own materials.
15. The collecting mania is still near its peak during the junior high school years. The nature of the collection items ranges from things of little intrinsic or sentimental value to science collections, snapshots, models, curios from foreign lands, coins, stamps, etc.	When collections are pertinent to topics being discussed in class, have pupils share them with classmates. Help pupils who need outlets for tensions; recognize the role which might be played by such collections for improving mental health. Help students plan and evaluate home-making notebooks in order to safeguard against this activity becoming a time-consuming search for a collection of pictures.
16. Self-expression through music, painting, crafts, dramatics and writing is enjoyed by many pupils of junior high school age. They become more capable with guidance of discrimination and taste. They can be guided to set criteria for judging artistic effort.	Pupils in this age group should have opportunity to develop sensitivity to shape, size, color, texture, particularly in relation to art objects, fabrics. It is not yet known, however, whether sensitivity can be developed in regard to such choices for oneself. Perhaps an action research project on this problem would be fruitful. Provide opportunity for pupils to develop criteria for judging artistic efforts.
17. This group enjoys new records, loud music, and learning the latest hits.	FHA activities and some of the more social classroom activities might be planned around the latest popular music.

Behavior patterns	Implications for homemaking curriculum
Emotional Development	
<p>1. At times they engage in behavior which corresponds to their physical development; at other times they act in childish ways. They have a tendency to compensate for feelings of insecurity by conspicuous dress, loud talk, and bizarre behavior.</p>	<p>Hold the reins lightly, and play down his departures from more mature behavior.</p> <p>Recognize even the smallest, but legitimate, success, provide opportunity for pupils to experience success so that bizarre behavior becomes less necessary.</p>
<p>2. Junior high school pupils exhibit a tendency toward exaggerated emotional response. In their attempt to accept their changing bodies and assume appropriate sex roles, boys and girls are likely to be under emotional stress. In the face of even minor frustrations they may show heightened emotional reactions of anger, fear or embarrassment. They are apt to be oversensitive to criticism, teasing, or to any real or imagined inadequacy. Girls may cry or giggle easily.</p>	<p>Simplify classroom and laboratory procedures so less pressure is put upon pupils.</p> <p>Provide some experiences that will be successful and some that will show that patience and understanding is needed for success.</p>
<p>Boys tend to be angered by failure of material objects to function properly. Response to anger is kicking and anger, or talking rather than violence. Sometimes the response is pacing, going out, or violent exercise.</p>	<p>Study, through reading, references, dramatization, examining stories and movies, ways of facing disappointment and failure without exaggerated emotional response.</p>
<p>Girls tend to be angered by social reasons. When angered, they will cry easily.</p>	<p>Utilize situations in which the group faces failure or disappointment (homeroom team losing a game, failure of the public address system at a crucial point in a performance) for guided group evaluation of the variety of responses which might be made to the situation--some intelligent, others not so intelligent.</p>
<p>Fears and worries are mainly social: examinations, appearance of home, lack of success, hurt feelings, making bad impressions, and social</p>	<p>Through dramatization, etc., help pupils become more considerate of her age mates; to refrain from unkind teasing or placing them in embarrassing situations.</p> <p>Help individuals who show exaggerated emotions to engage in self-evaluation. A log related to the particular emotional reaction which they are trying to improve might be kept. This could</p>

behavior patterns	Implications for homemaking curriculum
<p>incompetence. Reactions to fears continue to be forms of rigidity and running away.</p>	<p>include responses to such items as: I read, heard or saw the following things which might help me better understand my problem: I did the following things in trying to solve my problem: I will do the following things in trying to solve my problem:</p>
	<p>Accept over-emotionalized behavior as typical at this developmental level; refrain from sarcasm, irrational penalties or other forms of emotional retaliation.</p>
	<p>Be considerate of the pupil who is embarrassed or is under emotional strain and relieve the pressure. (Insistence that he give his speech before the class seldom accomplishes more than deepening his sense of failure and lowering his self-esteem.)</p>
	<p>Provide ways in which pupils can gain a feeling of security and affection from teacher and class relationship.</p>
	<p>Give opportunities to exert own judgment and meet success.</p>
<p>3. The problems which the young adolescent faces within himself--his anxieties and bafflement--may be more engrossing than the outside world. His need to find satisfactory solution to problems of status and self-esteem may be more important than a given school task. (see Intellectual Growth, 8.)</p>	<p>Keep individuals busy, contented, and interested in everyday living.</p>
	<p>Provide homelike atmosphere in the department.</p>
	<p>Emphasize family pride by giving pupils opportunities for learning ways to contribute to their homes.</p>
	<p>Give parties, serve meals in the department. Do decorating and planning together.</p>
	<p>Through the use of sociometric techniques and classroom management, broaden cliques.</p>

Behavior Patterns	Implications for homemaking curriculum
Social	
<p>1. At this stage of development there is a period of great resistance to adult authority. The young adolescent tends to break away from adult authority and demonstrate independence. These youth are apt to be super-critical of parent behavior and appearance, family folkways or household furniture. They tend to resist parental decisions or even advice regarding what they should wear, whom they should choose as friends, when they should go to bed. When they feel least secure, they may mock what the family holds dear in order to bolster their own need to feel independent.</p>	<p>Provide opportunities for participation in planning group experiences and evaluations as a means of removing sting of adult authority and provide opportunity for pupils to practice independence.</p> <p>Discuss the roles of various members of the family; guide pupils in analyzing their own problems related to breaking home ties.</p> <p>Help them analyze the kinds of situations in which it is important for young people to follow the judgment of their parents.</p> <p>Work with parents for greater understanding of the urge and need for young people to become increasingly independent of parental authority and of ways in which parents can encourage growth in assuming responsibility.</p> <p>Place special emphasis on the pupil as a satisfactory member of a family. Help pupils gain some skills by which they can contribute to the happiness of the family: care of younger children, meal planning and preparation, housekeeping.</p> <p>Help pupils plan a program of school activities which will not conflict with family routine or reasonable home responsibilities.</p> <p>Be consistent in classroom routines which are important, so as not to develop pupil frustrations and encourage defiance of authority.</p>
<p>2. At the same time, junior high school pupils still need and rely on family love and support. They often become involved in problems which</p>	<p>Discuss clippings, song, poems, and stories about home. Have each pupil write what he considers to be the difference between a house and a home.</p>

Behavior patterns	Implications for homemaking curriculum
<p>they do not have the judgment to handle. The affectional security they have in their homes, and the fundamental respect they feel for their parents serve them well when they get into difficulties.</p>	<p>Use a round table discussion to encourage the understanding that the material aspects of a home are not the total indication of its value.</p>
<p>3. While they would like to appear adult, they are not quite clear in what an adult pattern really is. They are eager to declare their freedom, but are unsure as to what freedom is and what are their responsibilities. They will start lots of projects with the best of intentions, but be so busy they will have little time to do them.</p>	<p>Visit homes in which improvisations have been made for member of the family; e.g., an elderly person, a person with a special hobby.</p> <p>You will probably have to remind pupils of deadlines, and help them regularly in planning the timing of work on projects.</p>
<p>4. They want body comfort, pleasure, plenty of food, little work, a place to flop, a convenient pillow, something active and doing, a friend to be active with, wisecracks and casual living. They are apt to be sloppy and not too clean around home, yet appear like a prince or princess when they step out for a dress-up affair.</p>	
<p>5. The desire for economic independence is beginning to evolve at this age level. They are largely dependent on the family for ways of earning money, and frequently their needs and wants far exceed their earning capacity.</p>	<p>Give help with experiences which will help them earn money.</p> <p>Help pupils examine their wants and needs and make a plan for managing their money.</p>
<p>6. There is apt to be more warmth between parent and child of the opposite sex. The girl</p>	<p>Children from broken homes may need special help in relating to adults of the opposite sex. Chapter parents for</p>

Behavior patterns	Implications for homemaking curriculum
views her father as representing masculine characteristics. The boy sees his mother as a representative of the feminine sex.	FHA can be helpful here, or the teacher may need to enlist the aid of sympathetic persons on the faculty to help these pupils.
7. Within the home the boy or girl often shows exaggerated irritation of the childishness of younger brothers and sisters. Attempts by the young adolescent to repress the normal exuberance of younger siblings may lead to arguments and emotional outbursts which disturb normal patterns of family cooperation.	Provide experiences with younger children so pupils can learn to accept the immature behavior of younger siblings in a tolerant spirit. A nursery school or kindergarten teacher might be asked to discuss with the class how children's behavior evidences their unfulfilled emotional needs and how families can fulfill these needs. Provide experiences which will help boys and girls understand the factors that make for harmonious and happy family life. To practice seeing other people's points of view, have pupils role-play family situations, substituting themselves as a parent, a grandparent, a sibling. Work with parents to help assure a home situation which offers certain compensations and privileges to older children by virtue of their accepting responsibility for controlled and helpful behavior.
8. Boys and girls of this age are often self-centered in their demands. In their insistence on favorite TV programs, they may be insensitive to the desires of other family members. In their preoccupation with personal appearance, they may selfishly monopolize the bathroom or the long mirror. As they identify more closely with groups outside the home, they may fail to accept their share of responsibilities	Provide boys and girls with many experiences in which they learn how to work effectively as members of groups or committees: to respect the rights of others, take turns, share possessions and equipment, be accepting of others' ideas and points of view. Have pupils brainstorm, "How to make dishwashing fun." Survey in the class who carries the major responsibility for caring for clothes in the pupils' families.

Behavior patterns	Implications for homemaking curriculum
<p>within the home. They may spend 20 minutes on the telephone discussing homework with a friend without a thought for the family or other people on the line.</p>	<p>Discuss how pupils may share in this responsibility.</p> <p>Guide pupils in analyzing their responsibilities and in setting standards and engaging in self-evaluation of their effectiveness in carrying responsibility.</p> <p>Help pupils analyze their home situation to better understand their role as a family member: What work needs to be done? How can it be shared? How can family possessions be shared?</p> <p>Chart on the bulletin board the daily tasks that must be done in homes to make them comfortable. Using imaginary family, delegate the responsibilities each might take.</p> <p>As a home project, list the weekly household tasks which have to be done in pupils' homes and let pupils report of fun in sharing responsibilities.</p> <p>Conduct a survey of the class to discover how many share a room. In class committees or as home project, plan how the storage problem could be worked out so that each person may have some place for his belongings.</p> <p>Visit homes in community where family members share a room. Observe arrangements which have been made for belongings of each person in the room.</p> <p>As a home project, class members who share rooms could report what they did to improve relationships or provide for privacy.</p> <p>Each individual bring in ideas for making common household tasks more interesting and more efficiently accomplished. Publish ideas in school or local newspaper.</p>

Behavior patterns	Implications for homemaking curriculum
<p>9. Pupils in this age group begin to feel that adults are unable to understand them and treat many of their well-intentioned approaches as interference or as old-fashioned. They feel an increasing need for privacy, both of thought and action. They like to tease persons in authority because they are adults. Defiance is another facet of the urge to be grown up.</p>	<p>Respect the privacy of pupils at school and guide them in showing respect to classmates and teachers.</p> <p>Help boys and girls learn what their responsibilities are in keeping parents informed of their activities, how to introduce their friends, etc.</p> <p>Guide pupils in understanding how to gain the confidence of parents so there will be no need for "prying." (keeping agreements, relieving parents of worry in case of delays, respecting privacy of parents and other family members)</p> <p>Help parents understand the need of boys and girls to have a place to keep their things and reasons why they often resent questioning and are reticent regarding their activities.</p> <p>Help pupils understand how older people, whose activities are restricted by responsibilities or health, enjoy life vicariously through activities of others.</p>
<p>10. These are the years when boys and girls pay more attention to what their friends say than to their parents. They are shifting their security from their family to a group of their own kind.</p>	<p>Be sensitive to the need of these pupils for close friendship, and guide the group situation to help everyone establish this relationship.</p> <p>Provide group work which encourages pupils to enlarge and strengthen their friendships.</p>
<p>11. They tend to emphasize externals in making their choices of friends. The lack of an adequate number of friends causes great unhappiness. "Crowds" supply needed friends and are spontaneous and educative in their activities for the group members, but pointless to adults. Some</p>	<p>Help pupils appreciate the meaning of friendship through study.</p> <p>Be accepting when girls choose patterns and garments like their "chums," even when these are not the most becoming choices for the pupils.</p>

Behavior patterns	Implications for homemaking curriculum
undesirable friend choices are made and should be allowed to wear out in safe meeting places.	
12. With the desire for acceptance by the group, great effort is directed at appearing, behaving, and doing like the group does. This group becomes a bulwark of strength against adult authority, whose standards of behavior do not matter. Adults' demands tend to interfere with what is important to the early adolescent's developmental tasks.	<p>Make it possible for pupils from all socio-economic levels to participate on equal terms by reducing cost features, etc.</p> <p>Provide many opportunities in which pupils may learn the social skills which make it possible for them to conform to peer standards and gain prestige.</p>
13. The early adolescents are trying to find and express their own personalities. They wonder what others think of them and are fearful of the answer they will get. Not only do they like the approval of the crowd, but they would like the approval of teachers, too. There is an urge to be unique and achieve individuality, but with acceptance of the group.	
14. The social unit is the "Crowd." It is made up of larger numbers than the "gang," and an attempt is made for an equal number of boys and girls. Its objective is to provide normal social relationships between the two sexes. Membership seems to be based on sympathetic personalities and particular boy-girl friendships. It has greater importance than the family in providing models of behavior.	<p>Provide opportunities in class and club activities for individuals to break away from slavish conformity without loss of prestige with the group; offer opportunity to constructive leaders to exert influence to alter group patterns.</p> <p>Guide pupils to become sensitive to the feelings of members of their classes or clubs; help them to offer the less secure members opportunities to feel accepted.</p>

Behavior patterns	Implications for homemaking curriculum
<p>Sometimes these social groups become competitive and interfere with the smooth running of school affairs.</p>	<p>Encourage boys and girls to work together. Help them become increasingly considerate of each other by giving them appreciation for considerate behavior.</p>
<p>An individual's class status is determined by his "crowd" or social clique.</p>	<p>Group work is usually sufficiently rich in a variety of activities to interest those who have little leadership, talent or social prestige as well as those who are endowed in these respects.</p>
<p>Differences in race, creed, or financial and social status may, at this time, seriously interfere with the individual's feeling of acceptance and worth.</p>	<p>Protect the able student from exploitation, over-stimulation, and the disintegrating effects of too heavy a load. Meeting the challenge does not mean <u>more</u> work, but more <u>challenging</u> activities.</p>
<p>The adolescent who has negative or withdrawal traits is regarded unfavorably by his classmates. A poor reputation is increased by failure to participate in group physical activities.</p>	<p>Free pupils from too close supervision while they are attempting to gain experience in social relationships.</p>
<p>Girls especially tend to use techniques of exclusion to achieve group conformity and express feelings of aggression.</p>	<p>Establish teacher-pupil relationship which will provide security for the pupil who feels different. Help these pupils find wholesome ways of gaining recognition from their peers.</p>
<p>These pupils are aware of distances between their relationships; that is, they consider some persons confidants, some intimates, some acquaintances, some persons they know but do not speak to.</p>	
<p>In these groups they learn about sex roles, cooperation and competition, social skills, values, and purposes by doing. The groups give necessary experiences for forming ideals for mate-choosing and marriage, later, when direct supervision is not present.</p>	

Behavior patterns	Implications for homemaking curriculum
<p>The junior high school is not likely to be a self-contained social group. The fact that girls are physically and socially about two years older than boys of the same chronological age often results in their seeking the companionship of boys older than junior high school age. The most precocious girls may feel especially out of place in classrooms where the boys and even some of the girls seem childish in behavior.</p>	
<p>They seem to be loyal to the natural leader in their group.</p>	
<p>15. Status with peer group does not take the place of close affectional relationships. The early adolescent boy or girl tends to identify himself with some admired adult outside the home. If the relationship is handled wisely by the adult, it is helpful in providing a model and in aiding the boy or girl in rounding out a concept of their sex roles.</p>	<p>Appreciate the tremendous influence of the teacher's personality, character and behavior on pupils in the junior high school.</p> <p>Develop the ability to give pupils affectional security without establishing over-dependent pupil-teacher relationships.</p> <p>Help FHA members establish good relationships with chapter parents; help chapter parents understand the needs of this age group and find acceptable ways of helping club members.</p>
<p>16. During these years, the boy or girl normally develops a close friendship with some member of the same sex. These chum relationships offer satisfying companionship and a chance to talk over problems that are baffling and disturbing. Most boys and girls will be able to move from these absorbing relationships to establish heterosexual friendships at the same time.</p>	<p>Be sensitive to the need of boys and girls for close friendship, and guide the group situation to help everyone establish this relationship; especially help the "isolate" to find a friend from whose companionship he may gain security.</p>

Behavior patterns	Implications for homemaking curriculum
<p>17. In the seventh grade, boys are apt to be noisy and unkempt. There is much good-humored "wrestling," back-slapping and knocking each other about. They talk and joke about their bodies and sex duties. They are often thoughtlessly discourteous and engage in show-off behavior in the classroom. This finds acceptance with their age mates, but not with adults. Boys may lack techniques in getting along with girls; therefore, they watch and tease them.</p> <p>By the end of the junior high school boisterous behavior and restless activity cease to have such significance in boy-culture. Instead, the emphasis is being placed on social ease and poise, personableness, likeableness and grooming.</p>	<p>Maintain sufficient poise and emotional balance so that show-off behavior will not be a threat to teacher security; treat it objectively.</p> <p>Set a pattern of courtesy, thoughtfulness, and respect for the individual.</p> <p>Guide boys and girls to set their own standards of behavior as it helps or hinders the accomplishment of group aims, and to evaluate group behavior regularly. (standards for behavior on a field trip, etc., as well as behavior within the classroom)</p> <p>Use pupil-teacher goal-setting, planning and evaluating so that the elimination of disrupting behavior will stem from acceptance of group purposes and growth in self-direction rather than teacher-imposed discipline.</p> <p>Use experimenting, investigating, conferring, etc., rather than emphasis on textbook reading and class discussion so that learning activities offer sufficient active, purposeful participation to eliminate the need for anti-social behavior.</p> <p>Establish routines for entering and leaving the room, routines for house-keeping tasks and keeping track of printed materials, for giving directions, to prevent noise and disorder. These should relieve some of the frustrations, as well as the opportunities for excessive, noisy, show-off behavior.</p>
<p>18. In the seventh grade, girls are apt to be tidy and quiet and generally amiable in the school situation. They show enthusiasm and quiet good humor. By the end of the junior high school, however, girls become more aggressive.</p>	<p>Help with problems of grooming is appropriate.</p>

Behavior patterns	Implications for homemaking curriculum
Moral Development	
1. The social horizon broadens to include concern with problems which may not touch the lives of early adolescents directly. They are ready to identify themselves with larger social issues.	Provide learning experiences in which pupils engage in projects which make a contribution to others. (Good citizenship, worthy home membership and loyal friendship all imply generous contributions to others.)
2. They are wanting to find a meaning to life to gain a sense of security and emotional thrill.	Help pupils who seem more interested in power than service to find a more satisfying value system. Value analyses of characters in cartoons, case situations, and stories is helpful here.
	Show an interest in what boys and girls are doing in church and other community groups.
	Help them distinguish between charity and services which add to human dignity.
	In FHA as well as the classroom, guide pupils to study and participate in community projects and drives which give them first-hand experience with social issues and feelings of personal worth for a share in a worthwhile undertaking. (Trick-or-treat-ing for old clothes to donate to an organization to use in their therapy workshops, volunteer service in children's wards of hospitals to give the loving to babies and children which busy staff members do not have time to do)
3. Early adolescents are becoming interested in problems of ethics and morality. They become aware of inconsistencies in codes of conduct that adults profess and those they practice, and thereby are encouraged to begin to develop a measure of responsible self-determination in conduct. They grow to accept standards supported by reason.	Appreciate the fact that moral standards are learned and that they vary from culture to culture. Appreciate that mistakes will be made in the process of learning. Treat these mistakes as you would a mistake in figuring a market order, with confidence the pupil can correct the mistake. Look for causes. Help pupils find better ways of solving their problems.

Behavior patterns	Implications for homemaking curriculum
<p>However, as they face the task of working out a basis for self-respect and consideration for others, they are greatly influenced by the expectations of those whom they love and respect.</p>	<p>Try to help pupils eliminate gaps in philosophy and practice in regards to ethical and moral values--honesty, integrity, courage, loyalty. First step might be teacher self-evaluation in order to bring practices into line with philosophy.</p> <p>Junior high teachers should examine some of the values of the school and classroom, such as testing and marking, segregation, failure to recognize and appreciate cultural differences as inherent in various social classes, religious groups, races, and ethnic origins of the people who comprise our society.</p> <p>Provide continuous experiences in weighing relative values and in making value judgments.</p> <p>Encourage the orientation of ideals toward socially useful ends.</p> <p>Help boys and girls accept the inconsistencies in the behavior of adults as one of the "facts of life."</p> <p>Help parents appreciate the need for consistent behavior. Help them examine their beliefs and practices.</p> <p>Help boys and girls become increasingly responsible for their own conduct; guide them in evaluating their behavior in the light of democratic values, ideals and moral standards.</p>
<p>4. With greater maturity boys and girls are increasingly able to generalize from their experiences and to develop ideals as controls of behavior and apply them for a fuller life.</p>	<p>Help pupils relate the specific activities and learning experiences in which they are engaged to larger goals; help them generalize from specific experiences and thus assist them as they attempt to build values to guide their lives.</p>

Behavior patterns	Implications for homemaking curriculum
<p>5. Many boys and girls experience an awakening of religious feeling. Some may revolt from the church as representing part of the authoritarian pattern by which they were reared in childhood. Others may seek to investigate religion for its intellectual and emotional stimulation and strive to relate themselves to the larger purposes of life.</p> <p>Certain boys and girls are highly susceptible to the emotional appeals of religion. They are suggestible to religious ritual and codes of honor.</p> <p>Some young people may experience feelings of unworthiness and guilt as a result of conflicts between normal sexual urges and religious ideals.</p>	<p>Capitalize on pupils' growing idealism and interest in ethical and moral problems to introduce them to literature and other sources of practical problem situations involving ethics and morals, providing them with the basis for developing a code of their own.</p>
<p>6. Early adolescents get quite excited over any injustice to themselves or their group, but they are often too concerned about themselves to be aware of their part in any injustice.</p>	

Society and the early adolescent, or society vs. the early adolescent?

Many times our expectations and the growth patterns of early adolescents are in direct conflict. In a society where the "ideal" figure type is slender, many of them are by nature of their development plump, or worse yet, "fat." In a society which sets the standard that men should

be taller than women, early adolescent girls are usually much taller than the boys in their own age group. The large adolescent is expected to perform and behave maturely, but size and maturity do not go together. Society expects boys to have physical stamina as evidenced in excellence in competitive sports, so that the boy who does not thus qualify is frequently subjected to ridicule and rejection. How much does the less attractive girl suffer in a society which expects girls to be physically attractive? In our society body odors are considered offensive, but the early adolescent must cope with sweat glands which are functioning at a high rate.

The most serious charge against society is that we resist taking adolescents into our social order at a time when they most need to find acceptance on a more adult level. We are slow in helping them find a proud place in the adult community. They are denied an adequate sense of acceptance into the grown-up world and of dignified participation in it. They are forced to consolidate with each other instead of with us. The exaggerated manners of the early adolescents are not harmful in themselves, but they should be reproaches to us that we have diverted so much energy and desire to belong away from valuable channels. The schools are the custodians of youth. In our junior high schools we must offer maturing experiences to facilitate this transition to adulthood rather than being concerned with maintaining our dignity by rejecting their quest for equality.

Demands and Hopes of Society

Junior high school pupils' needs are both developmental and social; consequently, the curriculum must be concerned with both the behavior patterns of the pupils and the characteristics of their social order to which they must make a contribution. A teacher, therefore, must not only possess the psychological background necessary to understand the maturation level of the boys and girls he teaches and what can reasonably be expected of them at this developmental level; he must also be a student of the American and world scene. He must understand the functions of an organized democratic state and the problems boys and girls face in attempting to assume an appropriate role as citizens. He must understand the stresses and strains characteristic of group life today which are translated into equally serious stresses and strains bearing upon growing boys and girls.

The school is essentially a supplementary agency which receives its force and direction from the culture of which it is a part. It supplements the home, the church, the community and other forces in its attempt to develop skills, attitudes, appreciations and understandings on the part of youth. Adaptation of the educational program is required as these other institutions and the social and economic patterns change and thrust new obligations upon the school. In order for the school to perform its proper function as an agency to maintain, recreate, and improve the culture, it is necessary for teachers to understand the aspects of culture to be considered in planning and evaluating curriculum.

There are democratic values and concepts which should be understood and appreciated by all. These values are the rightful heritage of each individual even though they may be unattained by many, misunderstood by some, and violated by a few. There are our ideals for the sanctity of the home, application of the scientific method of problem solving, the right to search for truth, the ideal of the common good. Special abilities are important to our culture because they result in the division of society into productive work groups of all kinds. Once established, they tend to structure society into occupational segments, between which there is need for communication relative to common values and mutual dependency. The school has the task of developing ethical, aesthetic, social, economic, and moral concepts which will constitute a common focus for human endeavor designed both for the individual's benefit and for the general welfare.

Change appears to be certain in our culture. Social change often results in temporary displacement and uncertainty for peoples. Pupils need to be fortified with valid backgrounds of scientific knowledge, economic theory and sociological understandings to insure adaptability to change without loss of perspective. The ability to think critically and creatively, and the need for versatility in modes of operation are essential in a changing society and create a tremendous obligation for the schools.

"Imperatives" for group survival

Democratic governmental units are set up for the mutual protection and enrichment of their members. What things can schools help pupils believe, know, do, and experience for the preservation and enrichment of societal good health?

- * Organizing and governing with democratic values demand citizens who hold democratic beliefs, have knowledge and faith in democratic processes, and who are capable of making wise decisions. Teachers can help pupils distinguish between the symbols of democracy and its substance (flag vs. democratic behavior). Classroom and co-curricular activities can give pupils opportunities to practice the fundamental democratic beliefs in his daily associations. Pupils need opportunities to use the processes of critical and creative thinking, to understand their own values and the values which others cherish.
- * Another need of society is for young people who have developed an appreciation of aesthetic, moral, and spiritual values. There need to be opportunities to develop creative ability. It is said that Americans tend to substitute material for spiritual values. Junior high school pupils need opportunities to develop the ability to evaluate editorial comment, advertising, radio and TV entertainment, films, literary efforts, etc., with respect to their influence upon human dignity and worth. They should have opportunities to find satisfaction in service to others rather than in acquisitiveness and self-centered behavior. Youth's experiences should help to develop

individuals who can live in terms of an acceptable moral code without becoming bigoted or closing their minds to the possibility for change in moral concepts. Continuous self-evaluation and self-understanding should be used as a basis for more intelligent self-direction.

- * Isolation is a myth; world cooperation an urgent necessity. Society needs citizens who understand other cultures, who will try to discover the conditions under which the people of other cultures live and the problems they face. Society needs citizens who understand that all people have the same physical and emotional needs, and who will help supply these needs within the circle of their own contacts.
- * Junior high school pupils need to learn how to be acceptable vocationally. If these pupils gain satisfaction from the junior high school program adjusted to their interests and capacities they are more likely to continue on through school and be better prepared to cope with future problems related to earning a living. They need to learn to respect workers and good workmanship. They need to develop an appreciation of the general qualifications necessary for occupational success: accuracy, reliability, getting along with others, etc.
- * Increased leisure time, routinization and monotony, and sedentary living have increased the need for varied recreational outlets. The early adolescent should develop attitudes which result in a program of recreational activities which represents a balance between commercial amusements and those which call for individual effort and skill. Pupils need to accept some responsibility for examining their own recreational activities and for evaluating whether they are wisely chosen and properly balanced. They need to experience a measure of security and satisfaction in school life as insurance against the need for expending pent-up emotional energies in destructive and unwholesome activities. Recreation skills which can be engaged in at home in restricted space should be developed.
- * American society recognizes the family as the most important social unit for rearing the young and for providing an environment conducive to wholesome personality growth. The early adolescent can be helped to appreciate the contributions which every member may make to a satisfying family life and society. They can be helped to recognize the privileges and responsibilities of being family members. They need to develop a sense of responsibility for all children with whom they have contact. They need to learn how to manage in the home when parents are not present--simple market skills, meal preparation, first aid, how to use home equipment safely, how to spend money wisely. Junior high school pupils should be provided help in finding wholesome compensations outside the home for things denied him in the home. He needs to understand

that some of the problems in his home are beyond the power of his parents to change and to learn to work with them and not against them. Each pupil needs to develop a sense of values for family living which are not dependent upon money.

These goals may actually be imperatives for group survival. We need to analyze these and other goals and problems to decide what the school and the home living program can do for guiding whatever talents junior high school pupils possess toward the enrichment of their lives, singly and collectively. Learning experiences involving active participation, rather than a bookish approach isolated from first-hand experience, seem to be the more profitable. The responsibilities faced by youth would be easier of accomplishment if the adults in the population had achieved a high measure of success in satisfying group needs. Actually, however, the gap which exists between present conditions and the unachieved goals sets these pupil needs on a high level of difficulty. While twelve-to-fifteen-year-olds are in the process of learning these things, many thirty and fifty-year-olds continue to struggle with these tasks. It is important not to set a time limit for "mastery" of these social demands and hopes. The responsibility of the teacher lies in seeing that the direction of growth seems positive and that optimum growth is made in light of pupil maturity and opportunity.

The Needs of Families in a Changing World

Each of our pupils is not only part of a nation and a world, he lives also in other social units--a town, a community, a family. Each of these units of which he is a member presents certain unique features which correspondingly affect his pattern of life needs. A study of the common social "imperatives" must be followed by a study of specific environmental factors which are operative in the lives of the pupils

The needs of families cannot be separated from the needs of the greater society, nor from the behavior patterns of its family members. But if home living programs for the junior high school group are to be effective, we need also to be sensitive to the needs of the families represented in our classes. Technological advances and social changes in America have affected American families. These social changes have received general widespread attention from teachers and from society. Among these is the radical change in the family pattern from an institutionalized group characterized by male dominance, authoritarian rules, and wife and child submissiveness to a companionship family characterized by more equalitarian relationships within the home, democratic rule and companionship among family members. Brides and grooms are now younger. No longer are there extremely typical masculine and feminine roles. Both men and women work to support the family, and the entire family shares in the care of children in the family and other home responsibilities. There are an increasing number of two-member families and one-member households. Families buy most of their goods and many services. Family living is more informal than it once was. From these and other changes in society and families the homemaking teacher will draw her implications for planning the junior high school program.

Social class differences influence needs

It is probable, however, that the teacher will experience difficulty understanding the needs of pupils from the lower-class culture. W. B. Miller in the Journal of Social Issues 14, No. 3 (1958), indicates that forty to sixty per cent of all Americans are directly influenced by lower-class culture, and there is a "hard core" of 15 per cent (25,000,000 people) defined by its use of a "female based" household as a child-rearing unit and a "serial monogamy" mating pattern as the primary form of marriage. As a rule the values of teachers have been acquired by association with middle-class people. Teachers are the exhibitors of middle-class culture--they are neither free of class bias nor neutral with regard to class. The expectations of teachers have strong cultural bias favorable to the middle class. This is not a conscious bias. The history of American education is filled with instances of teachers who have made special efforts to help lower-class children to achieve the accepted educational goals. Teachers, perhaps more than any other occupational group, seek to understand the motivations, interests, and habits of the lower-class children. To the extent that teachers are consciously able to overcome their cultural bias, they may adapt the school-learning situation to the differences in cultural background of their pupils.

What values are learned in lower-class families and play groups? What rewards and punishments have significance for the classes from which the children come? The teacher may reward a student for fluent display of reading skill, but the lower-class child's family may punish the "bookworm" as impractical and lazy. Early heterosexual experience may be highly regarded in the lower-class child's peer group, but be severely condemned by the middle-class group. In the lower-class group, aggressiveness and physical prowess are highly valued. Ambition to get ahead is scoffed at. "Respectability" is not highly valued, because members of this group believe that it is human nature to make mistakes. The lower class family has very little sense of community responsibility; civic activities are devalued.

When pupils from lower-class homes lack courage to face failure, they may escape through illness or truancy. Their need for success may be expressed by tramping into class late, swaggering up with a foolish question, calling out an answer, replying to reprimands with impudence, fist fighting in class, running in front of cars. Many such pupils lead interesting lives on the streets--day and night. They may not have adequate sense of property rights. Because separation, divorce, unemployment are common in such families, because frequently neither parent is home much, because families move frequently, pupils from the lower class may have developed strong feelings of rejection. They may come to school hungry, which would tend to make them irritable. Junior high school pupils from such homes may have much responsibility for housework and younger children, so they must rush to get to school on time--punctuality is important to a middle-class teacher. Girls who do their own laundry may not be able to look as clean and neat as middle-class standards prescribe.

Patterns of disobedience may basically be an expression of lack of respect for parents; lack of respect for authority, the result of association with drunken relatives, loud, scolding mothers and quarreling parents; untruthfulness, the reaction to cruel punishment. These pupils cannot tell the true story to the teacher because it would reflect on parents, so the teacher may become the parent substitute and receive the full brunt of the child's resentment.

These differences do not mean that such a child has less ability to learn the culture, but rather that his cultural background is different. His background does not emphasize the same habits, skills or values, or demand the solution of the same problems that the middle-class culture does. Classroom experiences emphasizing social standards of dress and living which these children know they cannot attain engender feelings of inferiority and resentment, behavior difficulties result, and retention and transfer of learnings is small.

When cultural differences are known and their significance kept in mind, individuals are accepted on the basis of personal worth and less emphasis is placed on the use of middle-class culture as the standard on which merit judgments are made. In a family-centered program the teacher recognizes, understands and accepts the different cultures represented in the community, respects the differences in family customs and habits, helps families to maintain those customs which are important to them and to relate these to certain practices and procedures of other families in the community. Many opportunities should be provided for pupils to work together in groups to learn to get along with others and to develop an understanding that each individual has worth, and to increase the satisfaction pupils experience from working in groups. Pupils should learn to weigh standards and values. We need to help them to use what they have--not develop hostility toward it. We can show them a variety of ways to set a table, prepare a meal. They can learn that stainless steel may be a better buy than sterling silver.

We are facing new challenges in the rise of the middle-class group. Homemaking for this group begins and ends with what the Joneses next door think. Pressure is put on children to succeed in school work, to belong to organizations because these things will make the family look good. These kinds of attitudes are reflected in hostilities of youth toward learning.

The life adjustment booklet "What You Should Know About Social Class" by Warner and Warner is helpful in understanding the implications of social class. Developed recently, the McGuire-White Short Form for measuring social status can be helpful in identifying the social classes from which our pupils are drawn. For a homemaking program to serve family members, teachers will use several methods of studying the community.

Needs, problems and interests of pupils can be determined to a certain extent by providing check sheets or questionnaires which inquire about responsibilities pupils actually have for home living and which things they would like help with.

In evaluating the present curriculum or planning a new one, the teacher will want to involve parents and lay people as well as her pupils. It is not enough to send out questionnaires or checksheets to parents; this generally results in little more than the polling of collective ignorance. The teacher needs the real thinking of members of the community in order to plan a program which will help pupils live more effectively. A step in the right direction might be to invite representatives of the community to meet together with the homemaking teacher, her administrators, and, if the group is large, others who are well qualified to interpret the possibilities of a home living program to lay people and who are able to involve group members in discussion leading to decision making by consensus. After the small group discussions on the many facets of a home living program, the group might then use a checksheet to indicate whether or not they believe the junior high school should teach pupils to take care of small children, understand the behavior of small children, learn to take better care of their clothes; help pupils choose appropriate becoming clothing; teach pupils how to be well groomed; teach pupils how to live more safely; teach pupils how to help when there is illness in the home; help pupils to buy groceries, learn about buying their own clothing, learn good housekeeping practices; help pupils with problems of relationships with members of their family, etc.

Awarded The "Seal of Approval"

All parts of the home living program are interrelated and cannot operate independently. The administrative organization influences the methods and resources of the home living program. Published in 1954 by the U.S. Office of Education, Junior High School Facts indicates that of 224 outstanding junior high schools in the survey throughout the nation, 40 per cent or more offered instruction in home economics beginning with the seventh grade. An equally large percentage began home economics in grade nine.

In 1955 Arlene Otto (New Designs in Homemaking Programs in Junior High Schools, Bureau of Publications, Teachers College, Columbia University, New York, 1958) prepared a summary on seventh and eighth grade homemaking programs in schools with a reimbursed homemaking program in the senior high school. It was found that 36 per cent of the schools offering homemaking in grade seven offered it for half a year and 62 per cent for the full year; 65 per cent had homemaking classes that met for five periods a week; 19.5 per cent of the classes met for a 45-minute period, 18.5 per cent for a period ranging 46 to 54 minutes, 27.8 per cent for 55 minutes, and 18.5 per cent for 60 minutes.

From the reviewed literature it is difficult to determine whether curriculum offerings are meeting the needs of pre-adolescents, Otto reports. There seems to be a tendency to give junior high school boys and girls experiences very similar to those designed for senior high school students. The pattern is stereotyped. On the whole there seems to be a desire by teachers, parents, and administrators for a strong family life program for junior high school boys and girls. This would

seem to indicate the need for exploring ways in which emerging practices and creative ideas on home and family life education can provide more satisfying experiences for young people.

Some practices which junior high school home living teachers in Illinois have tested and awarded the "seal of approval" are described for us. Are there ideas here we can adopt for our own program? The following is a brief report made by one teacher of a Home Living class to her principal to be included in a report to the board of education near the end of the school year:

"During the school term . . . a course in Home Living was taught experimentally in . . . Junior High School. Every eighth grade student took the course for nine weeks. The boys and girls were arbitrarily divided equally into the sections, twelve to fifteen members, and took the course coeducationally.

Units taught included: Child care from the view of the baby-sitter with the climax of the unit being a party for pre-school children of the community. Here toys which had been made could be judged and theories studied put to practice. Many parents, especially of the boys, voiced satisfaction with this unit and mentioned the better understanding their sons and their friends had of smaller children in the home. Another three weeks was spent on nutrition and simple meal planning and preparation to help the teen-agers better understand the importance of eating properly. This unit was especially enjoyed by all. The remaining three weeks was interspersed and dealt with personal development, manners and grooming based on the use of the McGraw-Hill filmstrip series on "Etiquette." Many parents commented favorably on homework assigned in relation to these filmstrips.

For committee work and food preparation the classes were divided with boys and girls working together. At first there was a bit of hesitancy, but near the end of the course members were volunteering to work cooperatively. Student evaluation of the course indicated they liked it, with most criticism being the short time allotted to it. Of course there were some who did not seem to enjoy it."

Extended class experiences which worked

Since junior high school pupils are eager to learn and learn better from doing than from reading and discussing or watching and since emphasis in the junior high school should be on satisfaction in living in the present--not on preparation for living in the future as is sometimes emphasized in the later years of senior high school--realistic extended class experiences may be efficiently used. The experiences decided on by the group will require ingenuity on the part of the teacher, and adventuresome attitude, a willingness to accept consequences not as failures, but as experience.

Some examples of extended class experiences which have been used and found to be encouraging are:

1. Assuming more responsibility at home:

- a. Keep clothing picked up at all times, outdoor wraps hung up when you come in; put all clothing where it belongs--clean in drawers or closet and soiled in hamper or other appropriate place.
- b. Make bed before coming to school (alternatives must be provided for the pupil who shares a bed with another family member who does not get up in time to have the bed made).
- c. Developing the habit of getting up at the first call or not having to be called by another family member.
- d. Cleaning the bathroom (here the teacher must pre-determine if all pupils have a bathroom, perhaps through a Get Acquainted questionnaire given the first day of the class; and make alternative assignments such as the wash area. If an oral report is apt to cause uncomfortable feelings the reports should be handed in written).

Methods for checking these extended class experiences may vary. It may be that the pupil will write a brief summary of what has been done, and a parent will be asked to sign the report. This method serves more than one purpose. It helps to make the parents aware of what is being studied at school and calls their attention to what the child is trying to do to help at home. This need not be a frequent requirement for parents, as time is valuable to them, and it may become just a habit to sign without taking time to know what is being done.

What parents have said

Among comments which parents have voluntarily added to such reports made by junior high school pupils are:

"Keep up the good work. Sonny works outside on the farm with his father much of the time, but is much more considerate in the house since being in Home Living Class. He does not have much time to help in the house, but the little things he does now, such as making his bed and keeping his part of the bathroom in order are a wonderful help for the whole family."

"Debbie has not been at home for the past two evenings, but this morning she made her bed as she has been doing since being in Home Living Class. We have noticed an improvement in her attitude toward others in the family and appreciate what you are doing to help her."

It would be foolish to believe that all comments made about any one course or class are complimentary, but a mature teacher learns to accept all comments with an open mind, letting those that are favorable help to soften the others, using all evaluations to build a more effective program.

The junior high school teacher will need to be very willing to meet parents wherever she may come in contact with them--on the street as she is doing her shopping, at the beauty shop or doctor's office, at adult classes, and at any school activity. These students are very anxious to have their parents and teachers meet and seldom hesitate to manage a meeting. They have not developed a fear of what may be said by anyone to affect their standing.

Assembling the program

Some suggestions for units which may be used with seventh and eighth grade classes in homemaking to furnish ideas for development in a local situation may be helpful. The basis for offering homemaking in the seventh or eighth grade is to provide information when it can be most useful. The order of units may be determined through parent-pupil-teacher planning, but will also depend upon the amount of time both in each class period and in part of the year devoted to the study of homemaking.

Children are fun

One unit which has been popular with parents, pupils and teachers is "Child Care." When this is approached from the view of the babysitter, it is useful to most class members. Even those students who have no small children in the home or who do no babysitting, find something in the unit of interest. It is usually effective in improving self-understanding. There are text books with units on this subject, newspapers and current magazines often feature articles of interest to the young babysitter, CO-ED magazine has useful articles, helpful materials related to child care are available through commercial firms, and there are booklets and pamphlets available at small cost.

Pre-quizzes to help the teacher to know what the experiences of the class members have been in relation to children should be used, especially if the teacher is not personally acquainted with a majority of the class members. This may be constructed from requests for pupils to list things which they have done with children. A check list may be used to determine what has been most and least enjoyed. Pupils may be requested to list common and special problems they have when they are left with the responsibility of small children. When problem lists are requested it is essential that an honest effort be made to consider all these during the study, and to suggest sources of help if the teacher does not feel adequate to handle all. The teacher will need to know the community policies in relation to babysitters.

Pupils will need some activity during their study of children. Many of the problems encountered by babysitters have to do with entertaining the children. Pupils will enjoy working on projects to produce

simple toys, at no cost, for children of all ages. Preceding the work will have to be a study of characteristics of toys for differing age groups. It will need to be understood that simple toys made quickly may be easily destroyed and then consideration be given to use of these toys without undermining the understanding that toys should be sturdy to help teach care of possessions and to prevent insecurity when a much-liked toy is broken. Some ideas for toys to be made may include:

- a. hand puppets from socks (do not use a new pair); paper shopping bags; potatoes; scraps of cloth.
- b. masks of paper shopping bags (emphasize care in use to prevent fears created in the children).
- c. dolls from ears of corn, clothespins, scraps of cloth.
- d. covered wagons from shoe boxes and scraps of cloth with spools for wheels.
- e. doll houses made of shoe or other small boxes with linens of scrap cloth and furniture of match boxes and spools.
- f. a drive-in theater of a cut-down corrugated box with pipe cleaner microphones and matchbox cars.
- g. beanbags of original design.
- h. parachutes of paper napkins with the four corners tied with thread to a spool.
- i. trains from small boxes.
- j. blocks of sanded scraps of wood when building has been done.

Encouraging creativity

This is one place where creativity of pupils can be encouraged and class activities extended to the home. Pupils should be encouraged to have small children help in constructing the toys they will make, insuring at all times the children's safety.

Outside assignments may include interviews with parents who sometimes depend upon babysitters, to learn what is expected of babysitters. Care must be taken in making these assignments to prevent students becoming nuisances in their neighborhoods with questions which may not be considered pertinent to class work and more personal than they should be.

A very satisfying climax for this unit may be a party for pre-school children. Careful plans must be made for such an activity, but no time should be wasted. Early in the unit some time may be given to discussion of children to be invited for the party. No mention of this plan should be made to the children more than two or three days before the actual date of the party--children find it very difficult to understand the passing of time and are worn out with the desire to go to school, and so do not want to come at the time of the party. All children who play together regularly in one group should be included. Class members can understand when there is a party and they do not receive an invitation, but small children find it difficult to adjust when a best friend has been to a party at school and they have not been invited. Children under two years old are sometimes difficult to manage, and

children who are in or have been in school assume an unbalancing share of the leadership of other children at the party. First invitations should go to younger brothers and sisters of class members and then to their friends. If this does not provide enough children, then other children should be included.

Another creative activity for the class may be the writing of invitations to be personally delivered two or three days before the party. A combination of colored construction paper, colored pictures cut from old issues of magazines and pupil ingenuity can be very surprising. Though invitations may seem foolish in the beginning (pre-school children cannot read them), this may prove a very revealing part of the unit. It is essential that each child to be invited have an invitation of his or her own. It should be understood that other family members may be required to read the invitations many times and that the child may consider this a ticket for the party and so will want it given care. Pupils should understand that parents are to be consulted first away from the child's hearing, and if it will not be possible for any reason for the child to attend the party, then the child will not be told or given an invitation.

Crepe or construction paper hats made by class members thrill the little guests and provide souvenirs to be taken home and shared with others in memory of perhaps a first experience at school. As this may be the first such experience for many of the guests it is very important that nothing happen to cause a dislike for school.

A look at the learnings

Evaluation of such an activity is just as important as the planning. It may be easier to have each student write his or her reaction to the party; what he learned by participating in the party; a general observation of the children at the party; or some other topic cooperatively decided upon previous to the party. Of course an oral evaluation is also very helpful. For these reasons it would seem better to have the party on a day other than one just following or preceding a vacation or weekend so that carry-over will be more direct and clearly focused.

Following are some excerpts from home practices done by eighth graders following the study of child care:

girl--"For home practice I made a study of pre-school age children.

"There is a little three-year-old boy that lives down the street, and he likes to come into our house. He likes to play with a red car that we have. I have some building bricks and he wants me to build a house and a garage for him. He likes to play like a father and play with the cars.

"He likes to play with marbles and is very good about keeping them out of his mouth.

"He has four sisters and no other brothers, but he is not what you would call spoiled. He is very unselfish. Most little children will cry if you have to take a toy away from them, but he is very good about it.

"He seems to be a very smart boy for his age."

boy--"Last Wednesday my cousins and Aunt and Uncle were at our house for supper. My cousins are twins two years old. Stairs were new to them, and they kept wanting to climb them. If we didn't watch them all the time, they would climb the stairs at their very first chance.

"They like to play with dolls. At their house they carry a doll every place they go. I got my sister's doll bed and some of her dolls, and the twins played with them until they went home.

"At supper they ate everything that was on their plates and wanted more. When it came to dessert they pushed it away.

"They are very curious."

girl--"This child that is about eighteen months old that I baby-sit for usually cries the first time she sees me come in the room. The other night she wouldn't even eat her supper. She cried and screamed. I felt like smacking her good. Finally I put her to bed.

"Another child in the first grade acted really big when her older sisters and brother were gone with their mother and father. She helped with her little sister, and it seemed as though she was at least three years older. When her sisters are home they boss her around and she whines and I can't get her to mind me."

These reports tell a teacher much about what is being learned in her class and how it is being used outside of class. They point out errors in teaching as well, and provide avenues for correcting them soon to prevent damage in either personal or school relations with parents and the community.

As we eat, so we grow

Another unit which is very challenging and very important early in the study of homemaking is nutrition and basic food preparation. Interest is usually very high in food preparation, but very low in the study of nutrition. One teacher has found it somewhat easier to base the study on the "Nine Food Shelves" rather than on other food groups commonly used in teaching nutrition.

To motivate interest in the study of Safety Rules of the Kitchen, pupils may be asked to note from observation of mother or from helping prepare a meal all the precautions that are or should be taken. These

lists may be compiled with comments on each item to add meaning. Check lists may be made and used for the students to check themselves and each other when working in the foods laboratory. A list they have worked to compile will have a little more meaning and importance to the individuals, and they are more apt to work harder to accomplish the safety goals set up.

Games which provide learning

Interest in using recipes may be whetted with another home assignment previous to first work with recipes. A study of a variety of Mother's recipes to find terms which need to be understood may be compiled into a foods dictionary. Artistically-inclined class members may desire to sketch illustrations for the terms before they are duplicated for class use. A variation of this assignment may be for the teacher to compile the list of terms she believes will be useful, then distribute them to class members to find definitions.

Learning to measure ingredients correctly can be fun--almost as much as a game. After discussion and demonstrations by the teacher a quiz may take the form of silent demonstrations by class members. The teacher writes items on papers which are drawn by pupils. Not one word is to be said by anyone. The teacher has all equipment and ingredients arranged in a supply space. The demonstrator makes the measurement indicated on the paper drawn and returns all articles to their proper places. Observers write what was measured and the amount, with comments on procedure. $5 \frac{1}{3} T = \frac{1}{3} C$. $\frac{1}{8} C = 2 T$.

Use of menu cards which may be a very inexpensive and interesting hobby for a teacher or some pupils may serve more than one purpose in a foods class in junior high school. It may be the interest approach to writing menus in correct form to simplify checking plans. Or they may be used for practicing ordering when eating in commercial dining places.

When it comes time to make plans for laboratory work the teacher may find it helpful to have the students help design the plan sheet to be used by the groups. At first different forms may be tried with the best to be chosen by the class.

Work sheet

The flannel board may be used effectively in the study of the pantry shelves, in learning equivalent measures, in learning to order for menus.

This is a work sheet which one teacher found to be very satisfactory for classes which could be divided into family groups of four with a class period 44 minutes in length. Pupils chose jobs to be performed the first time a meal was prepared; then a regular rotation system was developed. The fourth pupil in each group was hostess or host and set the table and prepared the centerpiece to be used for the group.

Grapefruit or Orange Halves

1. Wash the fruit in cold, running water.
2. Dry the fruit.
3. Place the fruit on a cutting surface.
4. Hold the fruit firmly with one hand and cut it in half between (not through) the stem and blossom ends.
5. Carefully remove any seeds.
6. Carefully cut with a sharp knife the sections inside the membranes. (There should be no juice spilled.)
7. Place the sectioned half of fruit on a small plate for serving.

Broiler Cinnamon Toast

For each person to be served:

1. Lightly spread one side of a slice of bread with softened margarine.
2. Place the bread with buttered side up on the broiler rack.
3. Place the broiler rack in the broiler of the stove three inches below the unit.
4. Watch the bread closely and remove from the broiler when it is lightly browned. It may burn very quickly.
5. Sprinkle the browned side of the bread with a mixture of:
 1 teaspoon sugar) Make enough of this
 1/3 teaspoon cinnamon) mixture at one time for
 your entire group.
6. Place the bread under the broiler unit again.
7. Watch closely and remove from the broiler when the sugar is melted.
8. Cut each slice into fourths and serve immediately.

Milk Shake

1. Carefully wash and dry three eggs.
2. Break each egg separately into a cup. If the egg is good, put it into a large mixing bowl.
3. Beat the eggs until light.
4. Add: 1/4 cup sugar
4 cups milk
flavoring which may be: 1/4 cup chocolate syrup
or
1 teaspoon vanilla and
1/2 teaspoon nutmeg
or
1/4 cup orange juice
5. Beat thoroughly.
6. Pour into glasses over crushed ice.

The ice may be crushed by putting cubes into a clean tea towel on a dough board and pounding. The host or hostess may do this.

This menu may be used with other objectives in mind also. Without calling attention to it, whole wheat bread may be used. Pupils may comment that the toast is the best they have ever eaten, yet say that they do not like whole wheat bread. After pupils have discussed their meal at home, they may report that their mothers tell them that they have had eggnog and they do not like eggnog--and this after they have assured you that the milk shake was very good. Imaginations do work!

In clothing classes

In order to help pupils to choose patterns which will not be too difficult for them, the teacher may guide them through two steps prior to examining patterns. Over-ambitious ideas may lead to frustration and poor products.

An alphabetized check list of construction skills may be provided. After completing the first project, the skills used may be checked as follows.

Construction skills	New learning	Known before	Rating	Reason for rating
---------------------	--------------	--------------	--------	-------------------

A check with a blue pencil can indicate a good rating, a check with an ordinary pencil can show a fair rating, and a red check (danger!) a "must-try-to-do-better" rating. With this background of experience, pupils should be able to identify the skills that will be included in their second project before they start work. If a mother inquires, "What are you learning new in home living?" her daughter will be able to tell her.

Another way which helps to keep the problem centered on learning rather than on "what we are making," is to examine garments. Some should have simple-to-make characteristics and others have characteristics which may be more difficult or most difficult. The pupils could develop a chart such as this one for a blouse:

Characteristic	Simple	More difficult	Most difficult
Fabric	Plain	Small all-over print	Plaid or stripe
Style and fit	Unfitted	Darts at waistline	Fitted band at lower edge

The style show could include not only modeling, but demonstrations or explanations of learnings, skills and understandings. Maybe this would help our public become more aware of the learning going on in our classrooms.

Pupils can be helped to develop skills in using the thinking processes in clothing construction classes, too. Slower learners can usually give the sequence of steps, while the more able pupils can be called upon to contribute the precautions for each step or the criteria or standards to be achieved.

Classroom management

Gertrude Mour in The Junior High School, Today and Tomorrow, writes at length on ways to manage classroom routine so it will not interfere with the learning activities. When planning your time schedules, consider the fact that inexperienced pupils need two or three times as much time as the teacher uses to do the same process.

One teacher's happenstance stumbling onto a preventive measure for disciplinary problems may give ideas to others. There was a boy in the class who did many unacceptable things for attention. One day the teacher was especially allergic to the chalk being used so asked for a volunteer to write pupil ideas on the chalkboard. Tim volunteered, but requested help with spelling difficult words. When the first question was asked, Tim took over and called on pupils to answer. The teacher was very surprised at the class's cooperative spirit. One girl in the class had not participated, and the teacher had not been successful in including her in class activities. Tim said, "Betsy, aren't you going to help us?" Her reply was, "Yes," and she did. Though it was obvious that Tim was very much enjoying his role and the teacher had some apprehension about how far this would need to be carried, there was no ground for the teacher's feeling. Another time Tim was very willing to let someone else have a turn, and he was much more cooperative than previously.

During the holidays Miss C. happened to hear a television quiz program, Top Dollar. She had been conscious that more should be done to encourage thinking by pupils. When classes again began, she decided to try a variation of the television program. (but with absolutely no rigging) The class was studying toys for children and were ready to discuss the characteristics of toys. Though time had been spent studying and discussing these facts, the class seemed to be having difficulty recalling them. The teacher sketched on the chalkboard:

1. _ _ _ _ _
2. _ _ _ _ _
3. _ _ _ _ _
- etc.

Each characteristic was considered individually. A pupil would ask if there was a letter "e" in the term. Miss C. would answer "yes" and fill in the letter.

_ _ _ _ _ e _ _ e _

Another pupil might ask about the letter "n" and Miss C. would put it in.

n _ _ _ _ e _ _ e _

The same person might ask about "u" and the teacher would reply, "No," and another pupil would have a turn until he asked about a letter that could not be used. This would be continued until some pupil had recognized the term as:

n o s h a r p e d g e s

In every subject-matter area

There is one requirement for all of today's education that home economics instructors, fully as much as other teachers, must strive for if our field is to retain its place in the sun. Even in junior high schools, arousing an interest through exploratory experiences is no longer accepted as all that can be expected of such young pupils. In single periods and in large classes the amount of understandings and abilities that pupils can master is perhaps more limited than home economics teachers have previously recognized. Yet mastery is increasingly the goal being demanded by school authorities and parents.

What, then, should be done to insure mastery?

Take a long hard look at what your tests tell you about achievement of individuals

Examine with all the intellectual honesty you can muster the degree to which these achievements appear to be commensurate with the ability level as evidenced in office records.

Select out of all the topics "covered" those achievements that must be a part of the common background.

Teach, test, teach again in a different form, test again, etc., until every student has achieved a minimum safety level.

Drill and review these learnings to what may seem to you a point of over-learning to be sure of long-time retention.

Pupils habituated to superficial study and low retention may resist change at first, naturally. Hold the fort! Before long they will begin to feel that deep sense of pride and satisfaction that comes with recognition of true competence, even in such a small attainment as an improved work habit.

Continued on page 200

THE RESEARCH APPROACH IN TEACHING

Karlyne Anspack
University of Illinois

Creative inquiry is a kind of experience; John Dewey considers it ~~one~~ expression of creativity. Why not stimulate your students to creative inquiry by using the research approach to subject matter. Before you try this method ask yourself the following questions:

- Do I have a disinterested curiosity?
- Do I like exploration and adventure for their own sake?
- Do I ask questions?
- Do I see contradictions in the world?
- Am I intensely interested in the content of the task I am doing?

An attitude of mind that does not take the world too seriously, that probes and compares, that exposes inconsistency, can create a stimulating experience out of almost any subject.

Let us take an idea and follow it through using the "research approach." Here is a statement often made by authors with the apparent purpose of revealing to us one of the major faults in our society.

"We are the victims of fashion."

A person interested in the research approach views this statement only as a proposed hypothesis--something to be proved or disproved. Is the statement true, false, or uncertain? To test any such hypothesis we can apply the following criteria:

1. Does the statement correspond with reality?
2. Is it logical and consistent within a system of reasoning?
3. Can it be verified by pragmatic means: does it meet the test of man's experience?

(Note: all three tests for truth must be applied)

Returning to our case, what specifically is the subject matter you are dealing with in this proposition "We are the victims of fashion?" Surely "fashion" is one of the key words. It would be helpful to know what fashion is, be able to define it and understand how it operates. It would be equally helpful to analyze the word "victim." When does a person feel victimized? Then there is the ambiguous "we" at the beginning of the statement. Does "we" mean everybody in the United States? Does it mean all males or does it mean all females in the United States. Or does it mean only the author and the reader? If the author means almost everybody in the United States, he means the mass of people. How does a mass differ from an individual in its relation to fashion?

You have begun to ask questions and see avenues for inquiry. Perhaps you begin to realize your own knowledge is shaky. The words mass, victim, and fashion are used daily; yet what do you really know of these concepts.

The realization that authors are constantly talking about the mass--mass communication, designing for the masses--, that you are a part of that mass, and that you have never inquired into what a "mass" is, must, by now, have aroused your interest. Or perhaps it is the word "fashion" and the idea of being a victim to something so apparently harmless and pleasure giving that has stirred your curiosity. Regardless, we will assume your interest in this subject is growing because you did not take the original statement as gospel.

"We are the victims of fashion."

It is always well to define terms in a statement. Definitions of fashion by several authors agree on certain things: fashion involves acceptance by a majority of a group, it has a cyclical movement.

This definition of fashion reveals a contradiction within the statement you are examining. How can a person be called a victim of something which he helped to create by free choice? Fashion is a social phenomenon depending on group acceptance--a choice freely made between offered styles. A style preferred by the majority of individuals in a group then becomes the fashion of that group. Now the word "victim" implies something imposed from outside. But, by definition at least, fashion could not be imposed since it is the result of free choice. Here, then, is a contradiction in logic within our statement.

Perplexed, you search your own experiences and that of other people. Do you still feel you are the victim of fashion? (You are using the pragmatic test for truth.) If you find evidence in real life that supports this view, what logic can explain it? Are you a minority member of the group and thus the majority fashion was imposed on you? Or is there some inherent quality in "mass" production which makes it impossible to offer the choices necessary for genuinely free acceptance of a style.

An exercise conducted for another purpose illuminates this question of whether choice in a mass market is genuinely free, free in the sense that the chosen is presented with all desired alternatives. For a classroom problem in color selection girls brought sweaters and skirts. Working in groups of four they chose a sweater-skirt combination for each girl in the group. This combination was to be aesthetically pleasing and expressive of the girl's personality. They experimented until each girl was approved by the class. There were twenty-one girls in all; six girls looked perfect in the same sweater-skirt combination, five girls in one other. The rest of the class wore individually different sets. Had you been a merchandiser you would probably have stocked those two sweaters and skirts that looked well on so many girls. With only two outfits you would have completely satisfied eleven people--and left ten people dissatisfied.

This is the dilemma in a mass market: if you stock what completely satisfies the majority, you may leave the minority group quite unsatisfied; if, on the other hand, you stock compromise items, those possessing enough qualities to almost satisfy everyone, you, of necessity, may never fully satisfy any one person.

"We are the victims of fashion."

So far you have both proved and disproved this hypothesis. If your investigation stopped here you would evaluate the truth of this statement as uncertain. Obviously, however, you have not finished. Why do people willingly accept fashion? Can you feel victimized by the pressure of others' opinions? The research approach digs deep. It is a live experience in creativity. Through this method people probe the philosophy of their society. As Dewey states, social controversy is necessary in a democracy; it gives direction to associated life.

* * * * *

A Look At Realities and Dreams

A "favorite son" of Illinois, Abraham Lincoln, is credited with having said, "If we could first know where we are, and whither we are tending, we could better judge what to do, and how to do it."

Some of the early goals for the home living curriculum were the development of skills, worthy home membership, preparation for adult homemaking, and education for present homemaking activities. More recently the emphasis is being placed on helping the individual grow into the kind of person and family member who can meet personal, family, community, and world problems with satisfaction to himself and others. This emphasis requires a different curriculum organization, and it must be more than just an effort to glamorize home living to meet the competition of electives.

This new curriculum organization will reflect the philosophy of education--a belief in the importance of the individual in relation to democratic social living in the home, school, and community. It will capitalize on newer understandings of the psychology of learning--the concept of the dynamic individual and his physical, intellectual, and emotional interaction to his environment and a recognition that learning takes place through real experiences in living.

When a teacher has thought in terms of one curriculum pattern for her whole professional life, as well as for her entire life as a pupil in the schools, it is hard to make the mental adjustments to think within a totally different framework. Yet this is the pioneering task which confronts us. It will take hard mental effort, but the intellectual exhilaration of clearing new paths and forging new tools will be fully worth the effort. Why don't you, right now, in the margin of this page, jot down at least one way in which you are going to try to make improvement in your junior high school home living program. Don't try to change the entire program overnight. You might discord or distort much in your present program that is valuable. But do begin now to make that one improvement. You, your pupils, and their parents will be glad you did.

"You asked of me the way and I pointed ahead--ahead of myself as well as you." George Bernard Shaw

ILLINOIS TEACHER

HOME ECONOMICS
EDUCATION

UNIVERSITY OF ILLINOIS



Star Feature

IMPROVED TEACHING THROUGH IMPROVED ESSAY TESTS

URBANA ○
ILLINOIS

	Page
1960 Trends in Education	201
The "Why" of Essay Tests	214
The "How" of Essay Tests	224
The Scoring of Essay Tests	240
Learning From Essay Tests	243
Frequently Asked Questions With Answers About Food Preparation . . .	247



IMPROVED TEACHING THROUGH IMPROVED ESSAY TESTS

Janet Tracy, University of Illinois Laboratory School
Letitia Walsh, Home Economics Education, University of Illinois

"The essay test--that is, the examination which demands original thinking and writing--is dead. It had a decent funeral, with orations, and its many mourners have now left the churchyard."

"Every test should require written answers. The essay test is a major means, and a far too neglected one, of teaching a pupil to learn to argue a case and weigh evidence, to seize the point at issue, to arrange his thoughts and marshal facts to support a theory, to discover when a statement is proved and when it is not, to reason logically and express himself clearly--in fact, to play the great game of the intellect."

Would you believe that these two apparently highly contradictory statements appeared in the same periodical? Both can be found in the November, 1959 issue of The Atlantic Monthly. Both are written by equally noted scholars. The first is a statement by Dr. Louis Zahner, Head of the English Department at Groton for the past thirty-eight years. Dr. Henry W. Bragdon of Phillips Exeter Academy wrote the second statement from his experience as a secondary teacher and author and six years of work as one of the chief examiners for the College Entrance Examination Board. Observe that these men represent two of the most highly regarded private secondary schools in the country.

Upon reading the articles in their entirety, you will discover that both authors are in substantial agreement upon the necessity for not only using but improving essay tests. Yet not too many years ago authorities in testing were deploring the use of teacher-made essay tests! What has revived the interest in such tests? In the face of so many contradictions, an overview of what is actually happening in education seems imperative if teaching truly is to be improved through essay tests.

1960 Trends In Education

Webster indicates that "trends" are movements in a general direction. Why is it important to discuss today's teaching and testing in terms of "movement"? Of a "general direction"? Why does it seem an essential caution even to assign a specific date to these trends?

A quotation from Dr. Dorothy Adkins is representative of the current thought of educational leaders. She states, "Education must equip the learner to cope with new situations. Educators can't anticipate the specific problems that learners will encounter even FIVE YEARS HENCE. Teaching and testing should be designed to reflect the attainment of this objective."

Truly revolutionary change

What a tremendous change in our thinking Dr. Adkins' statement represents! Less than fifteen years ago the National Society for the Study of Education prepared what was then considered an epoch-making Yearbook, The Measurement of Understanding; in this the Society's committee of scholars confidently state, "The modern conception is that education is the acceleration and the direction of growth of the individual. The curriculum is no more than the provision of educative experiences appropriate to this end. It includes anything which will enable the child as a child and later as an adult to act, feel, and think as we believe he should."

Margaret Mead succinctly summarized today's situation in a recent issue of the Harvard Business Review. "No one will live all his life in the world into which he was born and no one will die in the world in which he worked in his maturity." That refers to everyone but, above all, to the students you are now teaching. It is actually the main reason for us in home economics education to try to bring you in the Illinois Teacher the latest developments in education as soon as we can discover them.

Experts tell us that the speed of change is certain to be accelerated in the next few years. In other words, perhaps we "haven't seen anything yet!" Dr. Mead suggests that the world of automation and stepped-up creativity may necessitate one's changing one's type of work several times in a lifetime. How are we to prepare students for this kind of uncertainty?

Education for change

If you have read Henry F. May's The End of American Innocence, you will recall that he sets the date of our cultural revolution as the end of World War I and identifies the one fatal flaw of traditional Americans as their "inveterate optimism." Since this revolution is still going on, May seems to suggest as our first constructive step away from this optimism or "innocence" a courageous facing of facts.

But where can we find such facts? We are even told that the present reports of experimental scientists are only "probability conclusions" and may be revised tomorrow in the light of new data! Everyone has read, more or less believingly, projections of what tomorrow's world will be like. These accounts surely suggest that all of us necessarily will be learning new knowledges and new skills throughout the rest of our lifetimes.

Moreover, as teachers, we'll bear the responsibility of sharing these constantly changing knowledges and skills with the uninformed, whatever their ages. Dr. Mead's article on adult education in the October, 1959 issue of the Journal of the National Education Association supports this conclusion.

We are left, then, only with the conviction that all teachers must, in the words of Dr. Adkins, "equip the learner to cope with new situations." In the face of possibly radical changes in the knowledges and

skills of homemaking, there is a great urgency about developing ability in the process of solving problems courageously, intelligently, creatively. Fortunately, no field offers a greater abundance of problem-solving situations than does Homemaking!

An exciting break-through

Newspapers frequently report as imminent "break-throughs" in cancer research or rocketry development. Apparently educational psychology, too, is on the eve of an equally exciting break-through.

In the past we have assumed that for each individual there was a ceiling on his educability, a limit which he could not pass because of the way in which his body was built and particularly the way his nervous system happened to be built. Then a comprehensive investigation in 1954 by Donald D. Durrell indicated that at least 25% of the children who make slow progress in elementary school are of normal or superior intelligence. Such findings have forced us to recognize that few persons reach their limit of educability in thinking skills.

Now Dr. A. W. Combs of the University of Florida and other perceptual psychologists, writing in a 1959 NEA bulletin, Learning More About Learning, have presented some optimistic predictions concerning the difference good teaching can make. They believe that "learning is a problem of the discovery of personal meaning." To help an individual achieve such meaning, teachers must try hard to see him and his world as he does. Since personal perceptions are not readily changed through introduction of objective evidence, education must begin with the beliefs of students and relate knowledge to their peculiar perceptions. The teacher's role is to provide rich and meaningful educative experiences in terms of the factors upon which each student's perception is based. These are seven in number, not merely one as was earlier believed. And all except time can be changed to some extent through good teaching.

1. The nature of the physical organism he possesses.
2. The length of time he has lived.
3. The opportunities he has had in the past to perceive.
4. The operation of his current physiological and personality needs. People perceive what their needs dictate.
5. The goals and values the individual holds. People perceive what they value.
6. The self concept. People perceive what seems to them appropriate to how they see themselves.
7. The experience of threat. Threat hinders perception.

If human capacities for intelligent behavior are dependent upon these seven factors, then they are far more open to change than we had supposed. With automation sharply reducing opportunities in unskilled occupations and homemakers faced with constant adjustments to change, intelligent

behavior becomes of supreme importance to individuals and to the nation. Lester B. Pearson stated in the Saturday Review of October 24, 1959: "The greatest menace to our freedom today is not attack from without but disintegration from within. And that menace starts from within the individual."

Apparently we can approach the task of improving the quality of teaching and testing with a confidence and even optimism never before experienced. R. Roderick Palmer makes these unequivocal statements. "As the belief in the constancy of the IQ fades out before other experimental evidence, hope for a contrived enhancement of the average man's capacity for constructive thinking seems more and more thoroughly justified. When the development of power in constructive thought is taken as a definitive objective and intelligently striven for, such development can be secured." Worth striving for, isn't it?

What was that you said?

Even after a teacher understands something of how an individual "sees" things and how his perceptions affect his learning, there still remains the basic problem of communication. And, like understanding perception, communication has been recently discovered to be a complex and difficult skill.

For example, a teacher organizing beginning first-graders for their lunch period directs clearly, "Will all the boys and girls who will have hot lunches in the cafeteria stand over here, please. And will all of those who have brought their lunch boxes stand over there." The two groups quickly separate except for one bewildered boy who asks, "Teacher, where do the bags go?"

Moreover, the language used by adults and heard by students is not always the language from which clear, coherent thinking is developed. A renowned scientist, invited to speak to the monthly meeting of a civic club, opened his talk by saying, "Now presumably all of you know what a molecule is, so" The chairman of the meeting, anxious to make a good impression, interrupted, "Most of us do, sir, but maybe you'd better describe them for the benefit of those who haven't been up in one."

Teachers have long known that understanding increases when a student formulates the results of his learnings in his own words and in a variety of ways. Throughout every learning experience the teacher should encourage his students to "communicate," to talk about and to write about the significant elements in the experience. Holding fast the connections between words and the realities of experience should be one of the unique contributions of laboratory courses.

Have teachers of home economics been slow to realize upon this opportunity? Have students been unduly persuasive in their attitude of shock at discovering that in home economics, too, they have to talk, not merely do? More and more today's teachers are selecting key words in each lesson

and assuming the responsibility for teaching these to a point commensurate with individuals' level of perception. Experiments in many classes suggest that a minimum of fifteen minutes of class time is needed to teach the pronunciation, spelling, meaning and accurate use of a new word, plus frequent later reviewing through use in different situations.

Can such an expenditure of time be justified? Due to the significance of language in the acquisition of knowledge and in thinking and due to our present understanding of the transfer of knowledge, the trend is toward every department providing such skill training in the vocabulary of its subject. If this responsibility is accepted, less subject matter will be "covered," but teacher and students will have the real satisfaction of understanding what each person is trying to say!

Feelings are facts

Typically a student must develop worthwhile understandings of the world in which he lives as well as of the symbols of language. He is living in a world of the science of things, but also in a social one of people. Psychologists tell us that understandings about people, their relations to one another and to him and his relations to them, are fundamental to the development of an individual's personality. Social theorists rate them as essentials to successful group life.

The great William James confidently declared that discrimination among choices challenged individual intelligence--and intelligence alone. Recently a teacher of seventh graders was trying to arrive at her students' knowledge of basic food needs but seemed unable to prevent one sallow little creature from supplying all the answers. Just as she had completed a meticulous listing of the desirable amounts of milk for various ages, one of the frustrated class members leaped to his feet and shouted, "Yeh! Yeh! And she never drinks a drop!"

Even this youngster recognized that feelings, too, are facts and merited consideration. Indeed, Max Wertheimer in his 1945 volume, Productive Thinking, emphasized that every successive aspect of human problem solving evoked emotional as well as intellectual responses.

You will recall that in Volume III, No. 1,* page 47, values were defined as "rather permanent attitudinal patterns acquired from the social environment of each individual." It is in the home environment that attitudes are learned with the strongest emotional weighting. Consequently students enter the home economics class with more emotionalized beliefs than they would, for instance, a Latin class.

Inevitably, therefore, students tend to project their values into their oral and written answers to questions. In 1948 Verner Sims of Alabama suggested absolutely free response to a stimulating question as a way to secure clues to individuals' feelings on a given subject. The next issue of the Illinois Teacher is devoted to helping students explore values through units in family life education, hence need not be developed here, except as indicating a strong 1960 trend.

* Illinois Teacher

Thinkin', a must--but how can it be taught?

Poets have waxed eloquent over the "eternal mystery of thought." Today teachers find such poetry no comfort as they struggle, more or less blindly, with the challenge offered by parents and taxpayers--teach my Johnny and Joan not only to read but to think!"

Strangely enough, as early as 1923 two research professors at the University of Illinois, W. S. Monroe and R. E. Carter, published a report on "The Use of Different Types of Thought Questions in Secondary Schools and Their Relative Difficulty for Students." Unfortunately, just about that time Starch and Elliott published some devastating reports on the ridiculous unreliability of teachers' marks on essay tests.

The Monroe and Carter ideas were difficult to use, and the teaching public chose to deplore essay tests instead of trying to improve them. "Objective tests" became the only respectable kind. In home economics this type proved to be very time-consuming to prepare, and rather unsatisfactory for measuring achievement in learning taught through problem solving. One might speculate that these may explain the home economics teacher's preference for evaluating through observation and her tendency to reduce written tests to the minimum.

In 1936 C. H. Judd of the University of Chicago stated, "If by any means the educational system can discover how to promote even in the slightest measure the development of the higher mental processes, great advantage will be gained for civilization." Tyler and his associates in the evaluation of results in the famous eight-year study of the thirties attempted to meet this challenge by developing excellent but complicated general tests on interpretation of data, nature of proof, etc. After the completion of the study, research workers rather than secondary teachers, continued work on such tests of thinking processes.

As refugees fled to America in the forties and fifties, citizens began to be vaguely disturbed that so many of the germinal ideas in psychology, atomic physics, and advanced mathematics were being supplied by these people from other lands. Sputnik sharpened their concern. Schools are now continually under criticism for failing to develop students' intellectual abilities.

Recognition of the enhanced importance of educating the gifted led to the discovery that many of these students were feeble indeed when they tried to express themselves. For example, a College Board committee tried out simple essay questions on several hundred freshmen recently admitted to top-ranking colleges. At least 80% of the candidates failed, and about 40% failed abysmally. They did not know how to analyze a problem, or how to relate what they knew to it, or how to hitch one limping sentence to another in ordered sequence!

So thinking must be taught in all classes. But how? Many educators are recommending increased writing by individuals in supervised study, original papers, essay tests, on the premise that "written communication is clear thinking clearly expressed." Alas, not always! In fact, very rarely! And teachers with five large classes each day lack the time to correct such writing in a way that would help the growth of the writers.

Moreover, most students realize this situation, and have become conditioned to respond with effort only to tests. If you doubt this about your own students, compare the sloppy, inadequate returns you get from a supervised-study assignment with the essay examination papers written by the same individuals. In the fact of this student conditioning lies the reason for the almost desperate importance currently being attached to improved essay tests.

Essay tests have always been recognized as the most difficult type to prepare. To try to motivate and develop thinking ability through such tests will simply add to the burden! Perhaps, like the impossible, it will simply "take a little longer." Do you recall Henry Ford's remark about business--that it was never healthier than when it had to scratch a little for what it got?

The time to educate youth in school is limited

Time must be given to the problem of improving thinking if it is to be taken seriously as a purpose of a school. Americans today are said to have more time-saving devices and less time than any other group of people in the world. Teachers, like every one else, need to continually re-examine their beliefs in light of their present distribution of time and in regard to priorities of different purposes.

Dr. H. M. Hamlin of the University of Illinois has accused agricultural education of going in for "quantity, not quality." Is there food for thought by home economics teachers in this statement? In The Pursuit of Excellence--Education and the Future of America, the 1958 report of the Rockefeller Brothers Fund, Inc., educators are told that every faculty, within the limits of its agreed-upon purposes, should feel a compulsive urge toward excellence. The surest way to frustrate this urge is to accept a task too broadly defined to be accomplished in view of the available faculty, student body, funds and facilities. Theorists are prone to aim too high and to suggest unattainable outcomes. The rapidly expanding curriculum also tends to encourage teachers to attempt the impossible.

On the other hand, some teachers have taken refuge in over-permissiveness. In a 1954 Colorado study 29 teachers out of 144 believed that a teacher should not determine what was important to a student. A visitor in an Illinois foods laboratory found the families in every unit kitchen preparing different meals and was unable to identify a single element common to these meals. When she inquired how the learnings from this costly lesson were to be evaluated, the teacher defended her belief that the vital outcome was to meet every individual's interests and needs. But needs are not synonymous with desires. And no teacher has the right to abdicate the responsibility for which she is being paid.

By attempting an impossibly ambitious coverage or yielding to what seems to be popular demand, valuable time and money may be squandered. Two decisions are necessary. One is for selecting the essential understandings, abilities and attitudes to be taught. The second is for determining the levels of achievement which are to be developed.

The answers to these problems must be practical within the limits of what it is possible to do. But that is no rationalization for merely continuing to "do some more of the same" if we seriously consider the break-through on perception, the necessity for language study, the possibilities of value exploration, the extreme need for developing the ability to think.

Walter Cook and other scholars have derived from many sources certain criteria for selecting essentials in school instruction and for determining the degree to which they should be developed. These are:

* How frequently will the learning be needed?

The universality of the need at different socio-economic levels?

The universality of the need in different life-cycle periods?

The universality of the need in different geographic areas?

The universality of the need in different vocations?

* What are the chances that outcomes will be adequately learned apart from direct instruction in school?

The difficulty of learning?

The seriousness of error?

The extent to which superior individuals use it?

* What are the cruciality of the situations with which it will be used?

How far must the learning be developed to meet the present need?

What level of mastery might meet foreseeable future needs?

What level of over-learning might provide insurance against unforeseeable demands?

* How far are students capable of extending any given learning?

What are the natural limitations in ability?

What are the temporary deficiencies in lack of maturity?

What are their limitations in perceptual background?

What deeply emotionalized attitudes might impede learning?

* What truly meaningful experiences can be provided?

Which will enrich students' perception?

Which are feasible in terms of the semantics involved?

Which will help students clarify and handle their own and others' values?

Which promise to provide the most economical and effective practice in thinking?

In trying to apply such an imposing list of criteria, every teacher will do well to read and consider each of the five major questions. But the vital importance of some over others in her own situation will soon become apparent. Later the values of different criteria may shift in the same situation. The "must" is for teachers to TAKE TIME OUT TO THINK in order to arrive at defensible choices. Drift is dangerous these days!

DISCOVERY, the key work in today's teaching methods

Learnings vary in their degree of definiteness and completeness directly with the kinds and amounts of experiences students have. More and more it is being recognized that successful learning comes in large part as a result of methods employed by the teacher. As was indicated in the criteria for selecting essentials for school instruction, there are obviously factors within learners and situations which limit the learning which each person is able to acquire, but within these limits the teaching-learning situation which is created for students determines the learning they will acquire.

Carl Rogers states that methods should "be functional, make a difference, pervade the person and his actions." Workers in the million-dollar national research projects designed to develop improved ways for teaching mathematics and sciences have accepted this as their ideal, too. And what have they come up with? What may seem to some educators an extreme emphasis upon the inductive method is now their recommendation.

In a nutshell, here is the revolutionary change in point of view which these research workers in a "crash program" have had the courage to adopt. They accept that one cannot think without facts, but they refuse to accept that, unless one learns facts first, one cannot understand.

Let us take a brief look at one of the more limited projects, designed to prepare a year's course in high school physics. The first "discovery" was that of the researchers themselves when they were told by practicing physicists that the content of physics texts was not remotely connected with the essentials of the subject today! So the first order of business was the collection of concepts imperative for a layman's understanding of atomic physics. And only those!

The next step consisted of a lot of hard-headed experimentation in trying to teach these limited concepts to high school juniors and seniors of average or above average ability, since the least able students rarely have been encouraged to elect a year of physics study. In this process teachers had an even harder time than the students!

- * Although intellectually they had accepted that their main order of business was the development of straight thinking and the discouragement of errors in thinking, they told too much at the beginning of each experiment. They were unwilling to allow the learners TIME to muddle through to the solution.

- * They had based their previous teaching of physics on "right answers." They found it hard to adjust to the idea that, if learning is the exploration and discovery of meaning, mistakes will be expected as indicating exploration.
- * Moreover, although they were fearful of acknowledging this even to themselves, the necessity of having to tell their students, "I don't know but let's find out," proved to be a thoroughly disintegrating experience.
- * To cap the climax, many of their straight "A" students made lower grades in tests than did others who were far from being spectacular honor students.

Students, however, once they realized that they not only might but had to (we're all as lazy as we dare to be!) take an aggressive approach to their own learning, got busy! Once they had started to enjoy the thrill of discovering for themselves, they made good use of all the instructional materials supplied by the researchers--carefully arranged sequences of classroom experiments, imaginative, illustrative materials for use in the experiments, observational guides, self-evaluation devices, and finally concise statements of the physics concepts that they were expected to have learned in a given sequence of experiments. "Pooh!" said one student as she received these statements, "We don't need this! Why, we even know how those men found this out!"

Some precautions derived from such research

Although home economics does not have the government millions (at least as yet) to expend on similar research, much can be learned from these projects, as just indicated. But observation of these same projects in action over the last few years also suggests some precautions.

- * There exists a great need for interpreting to the public the purposes of the extremely slow process of experimentation without which there can be no vital sense of discovery. Don't you recall Frances Zupai's famous story about the taxpayer who declared, "I'm going to vote against home economics until the time comes when an hour is not required to cook three prunes!" Many lay people still think of home economics in terms of efficient production, not education.
- * Teachers have to make a sharp distinction between the teaching of a skill and the deriving of a concept. In acquiring a skill the student must initially give a rather high degree of attention to the process itself; consequently, changes in the learning situation may be distracting and harmful. Concentration leaves little freedom for attending to principles and their applications. But once a certain minimum of skill has been developed, repetitive experiences in and of themselves add little to meaning.

- * To develop meaning the student needs a variety of experiences that will provide several appropriate processes of thinking. There is value in both individual and group work. For example, when an individual develops a proposal for trying to solve a problem, class discussion permits the various implications of this proposal to be discovered and pointed out by the different types of persons within the group. What is not seen by one may be seen by another.
- * Although giving a quick answer is far easier than patiently guiding students to think through situations, analyze their own results, make their own decisions and know why they decide as they do, it is the most extravagant kind of education. Only when students themselves arrive at concepts will they continue to see application in the many new situations that are sure to confront them.
- * Students often almost immediately perceive one possibility or catch sight of a relationship, but should be encouraged to explore additional possibilities or withhold conclusions until they have enough evidence to be sure. Verification can be sought through further experimentation, observation, reading, asking informed persons, or from all these sources. In tomorrow's world only intellectual honesty will suffice.
- * Thorough study of limited aspects to the point that students are satisfied and proud that they really understand may well have the effect of establishing in them the habit of expecting to understand. Few long-time learning outcomes are as valuable as individuals' persistence and thoroughness in trying to understand new conditions.

Machines for learning--good or undesirable?

For years the bulk of "machines" to facilitate learning have been found in vocational laboratories. In most academic subjects, even in science, major reliance has been placed upon reading materials. To many adolescents such a classroom was a very dull place, indeed. High school drop-outs of varying degrees of ability have blamed much of their lack of interest upon this fact.

Now, however, as funds and equipment have become available, experimentation with new developments as well as increased use of audio-visual aids is being introduced into many schools. Miniature typewriters are being tried out in some third grade classes in Illinois. Simple comptometers for use by elementary children are another innovation. New developments in recording and play-back machines are found in modern language classrooms. Many more examples could be given.

Why have these developments occurred? Largely because teachers are beginning to frankly acknowledge that materials learned to the level below mastery disappear from memories for the very reason that they are

not fully mastered. Correct responses have not been made often enough to get sufficient reinforcement in the normal course of events to perpetuate them. As testing has increased, both academic and vocational teachers have been shocked by students' failure to retain learnings.

Let us look at a representative type of "teaching machine" currently under development by Dr. B. F. Skinner at Harvard University. First he prepares learning materials that are experimentally scaled according to difficulty in a given subject matter. For instance, the essential concepts in up-to-date nutrition might be arranged in sequence of difficulty.

Successive elements of a learning topic are presented to the learner in a window of a machine. The student may first be exposed to pre-test items to determine what answers he does and does not know. The machine then rejects questions on which the learner has already demonstrated mastery so that he need not devote time to them. After this he is alternately given information, required to practice and apply the information, and tested on each element until he has mastered it. The machine can be set in several ingenious ways so that, for example, the learner must finally proceed through three equivalent forms of a mastery test in succession and without error.

The commission on the experimental study of the utilization of the staff in the secondary school whose latest publication is the well-known Images of the Future by J. Lloyd Trump is also utilizing Ford Foundation funds to develop a less complicated and costly device to try to achieve the same purposes. This is in the form of a new type of self-teaching and self-testing book, and first returns from its experimental use sound encouraging.

Some of the advantages seen for this approach to teaching are suggested to be:

- The learner is not frequently assigned content beyond his current ability level, nor is he wasting time upon materials too easy for him.
- He rarely experiences large failures because materials follow in a scaled sequence of difficulty.
- The learner competes always at his own ability level, but becomes well acquainted with his own strengths and limitations.
- His degree of mastery of what he is learning is continuously appraised so that at all times both he and his teacher can know exactly how he is progressing.

Obviously teachers are still needed as motivators, socializers, curriculum builders, test constructors, stimulators of further thought, and guides for students' experimentation. Besides, these machines and books are still in the realm of research. But so critical is the problem of students of all levels of ability failing to retain learning that a solution must be found to insure mastery of essentials. Carl Rogers,

who believes so strongly in non-directive techniques in counseling, nevertheless makes this sober statement, "There is simply no doubt in my mind that teaching machines, providing immediate rewards for right answers, will be further developed and will come into wide use." If home economists deplore such use, equally effective alternatives will have to be devised.

Concepts are the hope of the future

Most educational leaders now believe that hope for retention of learning and the possibility of continuing future growth rests to an amazing degree on the ability to evolve concepts from experiences. Yet ironically many of today's teachers were themselves not taught in such a fashion.

Psychologists define a concept as a "classification or systematic organization of stimuli, characteristics, or events which have common characteristics." Such a definition includes ideas narrow to broad in scope. For example, such a variation may be illustrated in the area of foods.

The student may first observe that, when high heat was applied to milk, meat, eggs, cheese, an undesirable change took place in each product. Through these separate sensory impressions she concludes that all contain a common characteristic.

From a text or other authoritative source she discovers that this common element is known as protein. She thereupon draws the warranted conclusion from her past experiences that "high heat toughens protein." No longer does she have to depend upon direct sensory experience; she can safely generalize that all additional foods high in protein content will react similarly.

A still broader classification may occur to her in the event she is considering the purchase of a cooking stove. Recalling the need for control of temperatures in many processes, not alone the cookery of protein foods, she may demand satisfactory means of such control. She has now systematized or organized her learnings into the over-all concept that "Temperatures influence the palatability and worth of all cooked foods."

The key to helping students derive concepts from isolated facts that would very likely be soon forgotten seems to lie in patient, time-consuming, inductive teaching. And the slower the student, the more time and patience required! Students must see for themselves how they arrived at these concepts. Nor is sheer amount of experience any guarantee of attainment. Unless a teacher of foods rouses students' curiosity about the characteristically tough product in each case and repeatedly challenges

them to discover why, her girls would probably go blithely on using a high temperature. Think of all the experienced homemakers who continue to do so! Not only do cause-and-effect relationships contribute greatly to retention; they provide the "know-how" for figuring out future problems.

Most concepts should be verbalized, but memorized verbalizations can be almost totally devoid of meaning for the individual. Hence verbalization should come relatively late in the learning process, only after sufficient varied experiences insure a real understanding of the concept.

But, even discovering and verbalizing a concept are not enough. A science instructor was confident that he had taught every class member the principles of flotation. Yet, much to his chagrin, many of them wrote in an essay test that "ice and cream are heavier than water and milk," even though all their lives they had observed both floating. There must be practice, practice, practice in applying to specific cases until it becomes a matter of routine for students to think of application. This continuous deductive teaching may ultimately establish a habit of mind that will not let any statement slip by without a quick mental check-up in application. Such persistent questioning would give life to Pasteur's statement that "Fortune favors the prepared mind."

One cause of the "flotation" difficulty may have been that teacher-purposes and student-purposes had not been in harmony. Feeling no need for these principles of flotation, exposure to them merely served to confuse until not even common sense operated. In Forecast, November 1959, Paolucci and O'Brien warned, "Home economics students will not be particularly interested in seeking knowledge about alternatives if they see no possibility of applying it to real-life situations. At the same time, they are unlikely to be too serious about the kind of choice they make if it does not personally affect them--a fact worth remembering in planning class work."

Nor can a teacher of one subject-matter area "pass the buck" for students developing the ability to formulate concepts to some other teacher! Furst, Smith and others have concluded from their research that a student's level of performance in a certain process of thinking in one area bears little relationship to his performance in the same skill in another subject-matter field. For example, Furst found that the ability to judge the validity of data in physical sciences bears little relationship to the same student's ability to judge the validity of data in the social sciences. In short, skills in the thinking processes seem to be acquired in relation to subject-matter fields and not as skills that can be generally applied.

The "Why" of Essay Tests

If the purpose of education is to change behavior of individuals, then the kinds of behavior desired become the educational objectives. For any given unit or lesson, instructional objectives must be expressed, therefore, in terms of the specific changes in student behavior which the

teacher hopes to bring about. These behaviors include the knowing, the thinking, the feeling, and the doing of any individual. Determining the rightness of students and educations for one another requires evaluation.

How are WE doing

Apparently there has been a growing tendency to reduce secondary evaluation to the irreducible minimum in all areas of subject matter. Some investigations have indicated that any type of evaluation is as heartily loathed by teachers as by students. Some of this attitude may stem from a teacher's insecurity in facing the challenge of rapid change to her curriculum. Indeed, in a 1953-4 Colorado study 29 teachers out of 144 reported that no teacher should determine what was important to a student. This belief may have been their concept of practicing democracy. To others this might look like an abdication of responsibility for which these teachers were being paid.

In 1946 the authorities who prepared the Yearbook on The Measurement of Understanding urged that "The best means of combatting inefficient, erroneous, meaningless and incomplete learning is to obtain daily evidence." One might speculate that the only educators to take this recommendation seriously were those doing research on self-teaching machines or booklets! In setting up the goal of teaching every learner to the mastery level, they felt the need for integrating tests into the entire educational process as means to an end, not an end in themselves. They are attempting to teach each student minimum essentials that he has proved he is capable of mastering, in a scaled sequence of difficulty, through appropriate teaching methods, and with continuous progress appraisals based upon tests of clearly defined educational objectives.

Are home economics teachers doing this? Can we compete with these teaching machines that we deplore? If not, why not? We must discipline ourselves if we are not to be disciplined by outsiders!

Testing is teaching

Paul L. Dressel, a test specialist at Michigan State University declares that "Evaluation does not differ from instruction in purposes, in methods, or in materials; it can be differentiated only when the primary purpose is that of passing judgment on the achievement of a student at the close of a period of instruction." For example, the rationale behind use of a thought problem such as a case situation in Family Living is identical, whether the problem solving is labeled teaching or testing.

Everyone learns what he practices, particularly if he is being held to the mastery level in attainment. If a girl sews and sews and sews, she will learn the manipulative processes involved. If a girl solves problems in the selection of ready-made clothing for herself over and over again, she will with proper teaching methods learn the art and economics of wardrobe selection.

"But Miss Blank, we don't think that final was fair!" Should such remarks be brushed off as a typical adolescent alibi? Not always! Every teacher would agree to the statement that tests should measure what has been stressed in class and should reflect the time emphasis given to each. But suppose she is requested (as is being more and more frequently done by school principals) to file in the office a copy of all final paper-and-pencil tests?

Well aware that all high school subjects today must justify themselves through worthwhile content, teachers are tempted to thoroughly comb the content on textiles, color, line and design covered during the first week of the twelve-weeks unit on Clothing. The resulting unit test may look well in the school office, but would certainly be unfair as a measure of student achievement.

Equally unfair would be a difficult performance test of a manipulative skill used only once in a unit largely devoted to intelligent buying of ready-made clothing with only a week or two spent on planning and making a simple skirt or Bishop blouse as a way of learning to judge workmanship. Always the objectives of teaching and the purposes of testing should be in harmony.

Let's recall what the Illinois Survey on evaluation told us

In brief, Illinois teachers of home economics were putting heaviest reliance upon their impressions of student growth gained through class work and individual conferences. Even Dorothy Adkins, a specialist in objective types of tests, recently stated, "The fact that much of the evaluation depends upon subjective impressions gleaned from contacts and individual conferences, rather than upon objective examinations, does not signify that no measurement is taking place. Conceivably such testing, based upon close personal contact between student and teacher, may be both less reliable and more valid than many of the objective tests currently extant."

A "Doubting Thomas" here and there

However, some informal experimentation voluntarily undertaken by home economics teachers raised some embarrassing questions. The experimentation consisted of more organized observation of class work in the two areas of performance and thinking. The techniques used were those presented in Illinois Teacher, Vol. 11, No. 3, "Evaluation of Performance and Thinking."

Some startling discrepancies between the teachers' previous evaluation of the students' achievements and the results from organized observation and recording appeared almost immediately. With the best intellectual honesty they could muster, teachers sought the reasons for these differences. Here are some of the conclusions common to all.

Aggressive students may be rated by a teacher, though quite unconsciously, on quantity, not quality in class discussions.

The mistakes of impatient, independent workers may register annoyingly in a teacher's memory, and the worth of self-direction be negated.

On the other hand, students who confidently ask directions, then approval of every move may register that approval in the teacher's memory through sheer repetition.

The "peace-keepers" in working groups, who are so appreciated by teachers, have already learned much about the art of human relations, but may be actually learning relatively little about the home economics being studied.

The daughter of a school board member or of the FHA Chapter Mother may be perceived in a rosier light than an organized appraisal of her work may warrant.

The slow learner who tries so hard may get a higher rating on no more achievement than the hostile, disinterested slow learner actually achieves (under pressure, to be sure).

The straight-A student throughout high school may impress a teacher unduly unless thinking, not mere knowing, is evaluated.

Why not try this for yourself?

On a program of the annual December meeting of the American Vocational Association Dr. Ivol Spafford, Dean of all personnel in Home Economics Education, urged every teacher in her audience to "start right now to do something in your everyday teaching that has a possibility of improving it." Perhaps comparing rating from your impressions with those from organized observation might be an appropriate start for this second semester. Almost certainly you will discover more about yourself than any fortune teller could tell you! Teachers who have made these comparisons also have been fascinated with their increased knowledge of their students. Moreover, not only did they learn something of their own personal biases but also of the hazards of rating in very large and in very small classes.

Undoubtedly, if you do try this, you will encounter many of the same frustrations as did the experimenters. Forewarned is said to be forearmed, so here are some of their frustrations and what they did about them. Note that all are focused upon the four areas of objectives for student growth mentioned on page 214 knowing, thinking, feeling, and doing.

Do feelings influence behavior?

The answer is "yes" far more than either adolescents or adults like to acknowledge! The behavior of adolescents in a classroom may be affected by many of the same feelings influencing the behavior of teachers at a faculty meeting. Ever think of that? On the following page are some of the feelings the students tried to explain to their teachers in individual conferences.

They felt extremely pressured for time.

They had something else on their minds that right then seemed more important than the business at hand.

They were afraid to try, fearing criticism if they failed.

They avoided leadership to make sure they were not considered an egghead or a square by their peer group.

They were bored and tried to do something different just to see what would happen.

They felt there was a mutual dislike between them and the teacher which prevented any strong motivation for learning.

Their energy varied, due to work outside of class, personal health conditions, etc., hence the effort they felt like making in class also varied.

They recognized specific emotional blocks to what was being taught, for they saw little in common between their own situation and the standards and values being taught in school.

Teachers with classes of average size or larger naturally could get in conferences with only a few students. But even a few can provide lots of food for thought, once rapport is adequately established.

What did these teachers do? Stimulated by their sense of "discovery," they put forth special effort to better meet the individual needs the students had revealed to them. Curiously enough, in so doing, the emotional climate of the classes appeared to improve markedly. Why? Perhaps the individuals had communicated emotional reactions that were rather general. Or possibly the "Good-Joe" attitude often observed in high school students when they perceive a teacher is trying to do better was operating. At least, emotional difficulties no longer seemed to offer quite so many obstacles to student achievement.

Facts with which to think

That students must know before they can think or do is a generally accepted fact. Yet only organized observation forced these experimenters to realize how far from knowing many of their students were! Repeatedly errors in thinking, when "run down to earth" in the student's mind through patient but firm questioning, indicated a sloppy interpretation or even a complete lack of the fundamental facts involved. Unsatisfactory handling of equipment or products during a performance test, properly probed, likewise indicated a failure to really master the basic facts needed.

The remedy? More thorough attention by both teacher and students to those facts essential to the learning experiences provided in class. Obviously, the oral drill, written drill, incidental review, planned

review required for mastery would automatically reduce the number of learning activities, but should increase students' satisfaction in the ultimate outcomes of the course. Clarification of students' understanding of even the words they had memorized also demanded more time than had been previously given to this problem.

How these teachers longed for a source book of items already prepared for objective testing of facts in the various areas of home economics! They thankfully used appropriate items from the eleven one-hour "State High School Tests in Home Economics" sold by The State High School Testing Service, Purdue University, West Lafayette, Indiana. Incidentally, these tests are being thoroughly revised this year. Inquire as to the publication date, the number and the cost from The State High School Testing Service at Purdue.

These teachers also kept their eyes wide open for any device that might appear in advertising material, magazines, and newspapers and that could be used to test knowledge of vocabularies and facts. Try this! You will be amazed at the booty you will collect! Most of them are prepared as interest-arousing devices for a reader's self-evaluation, not for any school test. Only pertinent items should be retained, the keys should be checked for accuracy, and the vocabulary and concepts should be in keeping with the grade and/or ability level of the class.

So rewarding is this alertness in watching for devices, one prepared by Sally Ross, Director of the Pream test kitchen, is offered here to give you some idea of what you are looking for. It also demonstrates a good way to identify weaknesses in semantics in any area of home economics. This device, used as a pre-test in a no-prerequisite, one-year course for college bound seniors, so challenged the students that they insisted on taking home their corrected copies, then the next day dared the teacher to let them repeat the test to prove that they could now "take the cake."

Can You Pass This Cooking Test?

Do you know the difference between "mince," "dice," and "chop"? Between "blending" ingredients and "dissolving" them? Unless you do, you're apt to get into hot water when following cookbook directions. To test yourself, try this match-em game.

Directions:

On the left are 24 terms which should be a part of your kitchen vocabulary. On the right are the definitions. Place letter of each term in the blank before the correct definition.

- | | | |
|----------|-------|---|
| A. Score | _____ | 1. To work shortening into dry ingredients with least amount of blending. |
| B. Flake | _____ | 2. To cook lightly and quickly in small amount of hot fat over low heat. |
| C. Scald | _____ | 3. To fry or sear with a sizzling noise. |
| D. Shred | _____ | 4. To coat with a thin sugar syrup. |

E. Knead	—	5. To combine with a spoon, spatula, or wire whisk, by cutting vertically through mixture and turning over and over by sliding implement across bottom of bowl.
F. Cut	—	6. To mix thoroughly two or more ingredients.
G. Saute	—	7. To heat to a temperature just below the boiling point.
H. Dredge	—	8. To work and press dough into a mass with palms of hands, turning a small amount after each push.
I. Whip	—	9. To mix with a circular motion until of a uniform consistency.
J. Sear	—	10. To break lightly into small pieces.
K. Carmelize	—	11. To introduce air into a mixture with a brisk whipping or stirring motion.
L. Fold	—	12. To cut in pieces with a knife or scissors.
M. Stir	—	13. To brown very quickly by intense heat.
N. Frizzle	—	14. To cut or tear into match-like strips.
O. Beat	—	15. To cut shallow lines part way through outer surface of food.
P. Dissolve	—	16. To heat sugar slowly until it melts and becomes dark in color.
Q. Chop	—	17. To moisten foods while cooking with pan drippings, melted fat, syrup, or juice to prevent drying.
R. Blend	—	18. To make a solution from dry and liquid ingredients.
S. Baste	—	19. To cook in hot liquid, being careful food holds shape.
T. Mince	—	20. To cut into small cubes.
U. Sliver	—	21. To coat entire surface with flour or other fine substance.
V. Poach	—	22. To cut into long slender pieces.
W. Glaze	—	23. To beat rapidly to incorporate air and increase volume.
X. Dice	—	24. To cut or chop into very small pieces with knife or scissors.

Scoring Chart

- 20 - 24 You take the cake!
- 15 - 19 Well done! Now that you know your mistakes, you can really do it up brown.
- 10 - 14 Just medium. To do a rare job, bone up on cooking lingo.
- Under 10 Don't get burned up but you need a little seasoning. Review the terms.

Answer key:

1. F	4. W	7. C	10. B	13. J	16. K	19. V	22. U
2. G	5. L	8. E	11. O	14. D	17. S	20. X	23. I
3. N	6. R	9. M	12. Q	15. A	18. P	21. H	24. T

Similar matching tests are found at the close of every chapter of Junior Homemaking by Evelyn Jones and Helen Burnham. Indeed, many suggestions for objective test items to test vocabularies and facts are available in high school texts for students' self-evaluation.

Evidence needed to be "pinned down"

You will note that these teachers who were experimenting included their students and gained much interpretive help from them. Perhaps the most constructive aid offered by the students was the almost uniform complaint, "But the trouble is that I can't stand off and look at myself when I am thinking or doing something! I just have to take your word for it! Isn't there some way that what I'm able to do could be pinned down? I'd sure like to see for myself!"

Reluctantly these complainers concluded that what they were really asking for was paper-and-pencil evidence. They wanted something that they could study at length and could discuss with class members and with their instructors, "What was wrong that we got all messed up?"

By this time, too, they had learned the difference between knowing and what they called "delivering" on a problem. The multiple-choice, matching, true-false and other new-type tests to which they had previously been devoted (if they had to have tests) seemed to them to be O. K. for testing knowledge but unsatisfactory when they tried to figure out what went wrong in more complicated tasks.

Essay tests--good ones--were what the doctor ordered! In one school a student, taking a desultory look through her instructor's NEA Journal, ran across an article on "Blue-Book Fever," a fervent plea from a college student for consistent practice in writing essay questions from the sixth or seventh grade on in order that the skill to do so might be achieved before entering college. That clinched the argument in favor of plenty of essay tests.

A little soul-searching on previous essay tests

When the teachers in the experimenting group realized that students expected to analyze the essay tests they would write, the questions to be included assumed a new importance. Anxiously they pooled all the difficulties encountered as they tried to arrive at a fair interpretation of students' answers in earlier tests.

Hasty construction had resulted in ambiguous questions confusing even to the teacher.

Careless phrasing had left questions so general that students could bluff or "write all around" a part of a question.

The questions often were not representative of the most important concepts that had been taught; indeed, many of them were short-answer factual questions that might better have been included in an objective test.

Unnecessarily difficult vocabulary and phrasing in questions so bewildered the weak students that they simply omitted such questions.

The questions themselves lacked the organization that would be required for students seeking to figure out from their own answers "what was wrong that we got all messed up?"

Apparently authorities who have previously prepared the examinations for the College Entrance Examination Board encountered similar difficulties in writing essay tests. They confined the examinations to objective multiple-choice questions. Recently the 287 top private colleges and universities using these examinations reported that today's high school students were entering college without ever having exerted continuous, constructive effort in thinking and writing. They demanded an essay test in the Board's examination this year. Consequently, students will be given one hour to write no more than three pages in order to let colleges see how well they can use the processes of thinking and writing in free response.

Advantages of essay tests are now being recognized

Although most publications on measurement and evaluation still give primary emphasis to objective types of tests as offering the greatest accuracy in scoring, there is a growing tendency to accept certain advantages that essay tests, well constructed, will have over complete dependence upon other types. The fact that a positive but low correlation has been found between reliable tests of the essay and objective types designed to measure students' achievement suggests that the two kinds of tests measure essentially different factors.

In a Journal of Educational Research some years ago T. R. Vallance reviewed the experimental literature concerning the comparative value of essay and objective tests as contributors to learning. He found that, as measured by the retention of subject matter over a period of time, the essay testing situation per se was reported superior as a learning experience, that methods of preparing for essay examinations were reported superior as learning procedures and that the examination itself provided a superior learning procedure.

Other specialists state in heavily professional language just about the same possibility that the students sensed would meet their needs. "The unique value of the essay test often lies in the revelations of unexpected insights concerning the motivations, attitudinal patterns, and habits of action of students." "Both essay and objective types can measure higher mental processes. Essay questions can furnish insights into the structure, dynamics, and functioning of the students' mental life as modified by learning experiences and environment, insights not obtainable from objective test data. The essential difference lies in the greater freedom accorded the student to answer questions at greater length in essay tests."

In Measurement and Evaluation for the Secondary School Teacher by G. S. Adams and T. L. Torgerson, additional advantages are suggested.

* Questions are fewer, hence need not be duplicated.

- * Largely eliminates guessing by requiring students to reach and support conclusions of their own. Recall is far more demanding than recognition.
- * May motivate more thorough review of important concepts. What is measured affects what will be learned.
- * May give student an opportunity to demonstrate his ability to
 - Restate the meaning of concepts in his own words.
 - Grasp interrelationships among concepts.
 - Organize his knowledge and describe intelligent action.
 - Show initiative and originality in his interpretations.
- * May approximate more closely the use of information and skills in real-life situation.
- * May be useful for diagnosing incorrect interpretations, partially understood concepts, and similar "higher mental functions."
- * May later, if desired, be used to formulate objective types of questions that will test such thinking but be more readily graded.

A real difficulty

Authors of books list two major disadvantages of essay tests, but all acknowledge that these can be corrected. Concrete suggestions for doing so are offered later in this article. The disadvantages referred to are low reliability and validity due to subjectivity of scoring and limited sampling of learnings.

Actually teachers in home economics classrooms have encountered in recent years a problem for which there is no ready solution as yet. As far as they can see, essay tests can be used with great benefit for all students within the normal range of ability. However, in every public school group today the number of so-called "non-readers" poses an almost insurmountable obstacle. For such non-readers are also non-writers. A teacher may read and explain simple objective questions to non-readers and get at least some approximation on the information they can recognize. But asking non-readers to recall and phrase in their own words answers to essay questions is often frustrating to both teacher and students.

The first question seems to be, "Just how limited is the intelligence of each individual?" Since even those students of the most limited intelligence expect to establish homes and have families, the teacher of homemaking and family living feels a greater responsibility for such students' achievements in her classes than do many academic teachers.

Where indifference and poor habits, rather than limited intelligence, are the causes of inadequate reading and writing, concerted effort on the part of all school personnel, including the counselor, can accomplish much improvement in most cases.

The retarded but mentally educable student must be both taught and evaluated through tangibles, and certainly home economics can make a valuable contribution to the learning of these youth. But not through either essay or objective tests! Observational check lists to describe student activities in the classroom, records on conversations and conferences with individuals and their parents are kinder to the students and adequate for school reports.

The "How" of Essay Tests

Essay test questions are deceptively simple in appearance but not in construction. This may be why many of their potential values have not been entirely realized upon by teachers. A "rule-of-thumb" suggestion is that the preparation of suitable essay-type questions and keys should consume at least as much time as is required to grade the answers in a class of twenty students. If this is done, the quality and accuracy of the judgments obtained are almost certain to be increased. Also, this time can be justified to the extent that essay items measure important outcomes which merit analysis by teacher and students.

Definitions of terms commonly used

Previous pages have taken for granted that the reader is familiar with the meanings of commonly used terms in evaluation and measurement. However, with semantics assuming such a prominent place in teaching, communication on the techniques of preparing essay tests might be improved by the following definitions.

- * The essay question is defined as a test item which requires a written response by a student, usually in the form of one or more sentences, of a nature that no single response or pattern of responses can be listed as correct, and the accuracy and quality of which can be judged subjectively only by one skilled or informed in the subject.
- * A "recognition" type of question is one where all the information necessary to answer the question is supplied; a "recall" type is one where the student himself must supply the answer.
- * If the scoring requires judgment and evaluation on the part of the scorer, the question is said to be "subjective"; to the extent that these are reduced or eliminated from the scoring process, the item is "objective." Objectivity is a continuous and variable quality; test questions are rarely wholly objective or wholly subjective.
- * The validity of a test question indicates the degree to which it measures attainment of the goals upon which instruction has been focused.

- * The reliability of a test indicates the accuracy or consistency with which a test measures; reliability is a statistical concept, hence the subjective scoring of an essay test obviously precludes 100% reliability.
- * Analysis of the answers to essay questions by teachers and students is the process of attempting to diagnose the causes of difficulties which can be identified.

Prepare students to answer essay questions

We know that students adapt their study procedures to the type of test that they expect. But teachers sometimes forget that they, in turn, are in duty bound to adapt their instruction to fit the type of test they intend to give.

A teacher who recognizes the development of thinking ability up to the level of each student's attainment as a major objective of all her teaching, will give her classes consistent practice in the processes of thinking. Some of the most effective techniques for preparing students to answer thought-provoking questions in an essay test are:

- * Analyze anything in office records that might give clues to the real potential ability of individuals, rather than depending upon observation of current performance. Under-achievers and over-achievers need help from every one of their instructors.
- * Make definite provisions for arousing in students a felt need for learning through arousing intellectual curiosity, posing a pertinent problem, challenging them to find answers.
- * Try to emphasize in every assignment what is truly important; e.g., what facts need to be known in order to arrive at generalizations.
- * Hold students responsible for verbalization of their thinking at a steadily rising level of achievement. A student who is unable to express herself orally in class is usually unprepared to write adequate answers on an essay examination.
- * Prepare questions that are specifically focused upon the appropriate thinking process, and use with students as:

Written questions on guide sheets for supervised study

Oral questions for use in class discussions

Drill questions for fixing facts and generalized concepts.

Review questions for reinforcing the ability to apply these facts and concepts in additional situations.

Examination questions over small and/or large sections of learning for judging progress and analyzing causes.

- * Save class time at the close of every lesson for a blackboard summary of the facts and concepts essential to remember. Whenever possible, let students formulate these.
- * Give a short written quiz as soon thereafter as possible. Vallance's research of a few years ago suggested that teachers' use of short tests failed to make the most of an opportunity to help fixate subject matter, and that the function of tests tended to be viewed by instructors as measurement only and by students as merely a threat. Even a brief essay quiz immediately after a demonstration, discussion, laboratory or any other type of lesson resulted in students who took the test remembering 58% more than other students not so quizzed.
- * Review the previous day's summary with new applications the following day, and as often thereafter as mastery requires.
- * Involve students in the preparation of test questions over increasingly large sections of learning. Such student formulation forces class members to:

Take an overview of the materials studied.

Discriminate between levels of worth in these materials.

Phrase questions that they have selected as worthwhile.

Decide upon what would constitute acceptable answers to these.

- * Give students in advance of a unit test a comprehensive list of questions that would be appropriate for use in the test; one-third or less of these questions will later be used in the actual test. An opportunity to think out possible answers ahead of time offers these advantages:

If questions are chosen with care, students will usually study with more purpose than when left to their own devices.

Reinforcement of learnings as an organized whole is facilitated.

Time for writing by students and reading by the teacher may be reduced.

Why is testing sometimes neglected?

When teachers adapt their instruction to fit the essay tests they intend to give, as just suggested, the tests become an integral part of all their teaching. And students like it that way, believe it or not! About ten years ago Bender and Davis concluded from an opinion survey that students in secondary schools preferred fairly difficult essay tests on applications of principles, with advance notice, and at weekly intervals. Other investigations have confirmed these preferences.

Why, then, have teachers often ignored these suggestions? Let's do a bit of speculating.

- * Teacher A may have dreaded and feared every test she ever took in school. Consequently she detests the very word and eliminates every student test that is not actually required.
- * Teacher B belongs to the "school of sweetness and light"; she hesitates to ever uncover the unpalatable facts of life and learning, so she and her students remain in blissful ignorance.
- * Teacher C carries a heavy teaching load and feels she just doesn't have time to prepare and score tests, and still be able to retain her reputation as always having the most artistic bulletin boards in the school.
- * Teacher D is a beginner or only recently returned to teaching after twenty years as a homemaker; she has trouble merely keeping ahead of the students in content without worrying about how much anyone is learning.

People are always being told that everyone can find the time for doing what he really wants to do! The alphabet would be far too short for listing all the causes for teachers' reluctance to give tests, for everyone is different. But, like Postum's slogan, there's a reason!

Every year students' achievement becomes more important as jobs become more demanding and competitive. Increasingly the school must assume responsibility for the rigorous mental discipline that working parents are unable to provide and that students need for future success. Most students realize this; teachers must accept it.

Mastery requires focused repetition

Home economics teachers who have watched students using teaching machines in any academic subject are never quite the same again! Why? Because they have been inclined to work on the optimistic assumption that individuals learn through one exposure. In home economics five lessons on batters may include in rapid succession pancakes, waffles, biscuits, muffins, and nut bread. When teachers observe the slow and

painful progress toward mastery of even good students when using teaching machines, they realize how many exposures are necessary for adequate learning. Moreover, observers notice that students seem willing to work and work on the same learning. Is this because they are certain about what is expected of them? Is the immediate reward of having successfully "nailed down" one thing at a time maintaining their motivation?

Were you surprised to read that the best available beginning physics text for ninth graders in two St. Louis suburbs was a translation of one used in Russia? Tests had shown beyond a doubt that students had failed to learn much of anything from the General Science formerly taught, although the text was large and copiously illustrated with attractive colored pictures. The Russian translation is 123 pages in length and illustrated only with simple but clear drawings. Yet the students like the change! Do home economics teachers, too, need to provide a limited amount of material, clarify it carefully, then provide frequent tests for students' self-evaluation?

Finding time to prepare essay tests

Not until a teacher has actually tried this recommendation for teaching less but teaching it more thoroughly than before can she appreciate the very different way in which she will distribute her own time. The time needed for selecting minimum essentials to be learned and for preparing and scoring tests will be increased. The time required for assimilating a large body of content and for planning a parallel variety of learning experiences will be almost unbelievably reduced. Try it and see for yourself.

If notes on the facts and principles taught during a week can be transcribed from the chalkboard by student recorders, essay questions can be readily formulated for the short weekly quiz requested by students. Any concepts appearing in supplementary materials, in students' class reports, or developed through original class thinking will be certain to be ready for consideration. An unexpected dividend turns out to be the time saved because questions are focused directly on what was taught and both teacher and students can be clear as to the answers.

Opinions vary as to whether weekly tests should be scored for recording in the grade book. Research indicates the more active the students, the greater the improvement in scores, and that the more immediate is the necessary re-teaching, the higher the later scores. Consequently, students may well discuss their answers in class and straighten out their thinking as soon as they have written a brief weekly quiz, just as they would do with teaching machines or booklets. Most teachers, however, feel that only more comprehensive essay tests are worthwhile for scoring.

Obviously, a quiz thereby becomes a teaching-learning device, not a measuring instrument. The advantage lies in the fact that students, conditioned by schools to perceive a "test" as more important than a mere "written assignment," tend to work harder on thinking through and organizing their written answers. On the other hand, answers to a quiz may be

collected and scored before they are returned for class discussion and re-teaching where necessary. Doing this at least occasionally may aid in maintaining students' respect for the importance of all such requirements.

Some guides for the preparation of essay tests

The following "helpful hints" apply not only to the preparation of questions for scorable essay tests but also are guides to the construction of questions used in any kind of teaching-learning activity. A clear, thought-provoking question has similar characteristics, whether used orally in class discussion or in some type of written assignment or test.

Vocabulary

Vocabulary used in questions should be familiar to all students through teaching new terms, then using them frequently in class. Repeat a word that you are sure is clear to the class rather than using another that may not have exactly the same meaning. Avoid:

- * The exact language of the text; thinking, not memory, should be tested.
- * Incorrect grammatical construction; a poor example to students.
- * Ambiguous words that have different meanings for different students. To one "often" may mean once a week, to another a few times a year.

Time limits.

Liberal time limits should be announced. Instructors usually try to cover too much in too short a time. In establishing suitable time limits, consider:

- * Every effort should be made to avoid waste of students' time, effort, and writing through a "try-out" of the test to judge the average time consumed, the clarity and difficulty of the questions. If this is not possible, the instructor will have to depend upon her previous experience.
- * Encourage students to organize their thoughts before they write; provide scrap paper for this purpose. Emphasis upon almost instantaneous reactions is unfavorable to thoughtful response.
- * Enough time should then be allowed to students for writing from this outline and for reading through their answers. Sometimes a suggested distribution of time, based upon the "try-out" with two or three persons, may prove helpful and reduce tension.

- * The great majority of class members should find the time allowed sufficient for completing comfortably all questions asked. Advise students to take enough time that they come up with quality rather than mere quantity. Provide worthwhile learning activities for students who finish early.

Directions

Directions should be so clear and complete that the weakest student knows what he is to do even though he may be unable to do it.

- * Well-constructed questions are usually sufficiently self-contained so that few students need additional information beyond what is on the paper. For example, a question should specify exactly how many "reasons" are expected, not merely "give your reasons."
- * Since tests are rarely so well constructed that no questions are necessary, pertinent questions are justifiable, and time should be provided, before any student starts to write, for:

Reading through directions and test questions by students or, with weak students, by teacher.

Clarifying legitimate questions such as meanings of words, relation to previous study, management of time, etc. All students must interpret questions in the same way if judgments of worth are to be accurate.

Stimulating students' efforts to elevate their own standards by providing a sample of a well-organized, concise answer to a typical essay question.

- * If essay questions refer to pictorial materials or relia, these should be so located about the class room that congestion is avoided at any one time during the students' writing period. This usually requires that students "count off" by numbers before starting to write so that students and time periods will be properly distributed.
- * Slow learners or beginners in home economics may be aided by emphasis upon such practices as following directions exactly, reading all of a question before starting to work out the answer, numbering parts so no part of an answer will be omitted, re-reading completed examination to be sure that meaning is clear, writing is legible.
- * Information should be given on any special criteria to be applied in grading the test in addition to indicating the numerical value assigned to each question. The purpose and justification of each criterion should be clear to students. One or more of the criteria on the following page may be specified at different times.

Organizational quality of each answer if sequential thinking has been stressed in class.

Similar criteria for any other of the thinking processes which students have been trying to develop as skills.

Brevity and sharp focus upon what was asked for by the question to reduce incidence of the "precise vagueness" described so humorously in Ahmann and Glock's Evaluating Pupil Growth.

Mechanics of writing such as quality of spelling, punctuation, grammar, sentence structure, legibility, margins, neatness, and avoidance of interlinear notations. Obviously such mechanics should be scored apart from the learnings being tested. Once students realize a teacher's standards, consistent insistence upon them will gradually correct current slovenly habits.

Restriction

Restricting the outcome to be evaluated by each question helps students to formulate a definite, focused answer for the objective being tested. A fundamental characteristic of the essay question is the freedom of response it allows; yet freedom is possible in answering definite and limited questions.

- * Restricted questions are fair to students. They assure no neglect through mere oversight, yet prevent rambling or bluffing.
- * Restrictions simplify scoring by assuring that students' responses will be sufficiently isolated to permit a separate evaluation of each. Increasing the number of questions asked and decreasing the amount of response required for each increases the reliability of the scoring. Of course, if the teacher wants merely to know whether students do or do not know unrelated facts, some form of an objective test should be employed.
- * The degree of freedom allowed should be appropriate to the outcomes being evaluated. For example, in a unit on "Understanding Yourself and Others," two important outcomes may be sought.
 - To perceive one's own problems with increased objectivity.
 - To gain help through a study of others' solutions in similar situations.
 To evaluate growth in these two directions, the filmstrip, "What Are Your Problems?" from Science Research Associates, Inc., could be shown--once for able students, twice for

the less able--after providing these two essay questions to guide observation.

Directions: Using no more than the one page of paper handed you, write answers to the following:

1. Which problem presented in the filmstrip is most like one of yours? In what ways does your problem differ?
2. Describe as definitely as you can how you might use what you learned from the filmstrip in solving this problem of yours.

To give ample time for deliberation, these answers might be used as a take-home test. Yet note that the actual length of answers is controlled by the paper provided.

* Some techniques for restricting the response to essay questions are:

Limitations arbitrarily placed upon such mechanical controls as

- Space allowed as in the example just mentioned.
- Time allowed for writing.
- The number of pictorial materials or relia provided.
- The number of points asked for in the question.

Specifications set up as to the form of answer expected such as

- "List in order the steps necessary to complete this dress."
- "Outline in not more than one-half page the arguments for strengthening control over TV advertising by the Federal Trade Commission."
- "Chart ten essential food nutrients, giving one important use in the body and one evidence of a diet deficiency for each nutrient."

Description of a problem situation provided, then broken down into certain components, each of which must be treated separately in written answers as Question 1, Question 2, etc. For example, the three meals eaten by a person during one day may be provided in enough detail that the contents of each dish in the menu are clear to readers. Questions based upon these menus might be:

1. What are the five principal nutritional deficiencies in these?
2. What foods would you add to provide a more complete diet?
3. What are four substitutions that you could make in order to reduce the cost of these meals without reducing the nutritive value?

Difficulty

The level of difficulty of each essay question should be thoughtfully estimated either from a "trial run" or on the basis of the instructor's experience.

- * Questions must vary in difficulty, ranging from one problem which all class members should be able to handle successfully through to one that only the most competent could be expected to answer well.
- * An order of increasing difficulty in the arrangement of the questions tends to result in a better distribution of working time and to better morale while taking the test. Weaker students, coming on hard questions at the end of the test will already have had an opportunity to indicate their full achievement; they will consequently not be adversely affected by discouragement and loss of working time.

Weighting

The correct weighting or numerical value to be assigned to each essay question is a complex problem, and there are few dependable generalizations that can be drawn from the studies on essay and objective tests. A few guides may be offered.

- * A test should give most weight to the most important objectives of what has been taught if the test is to have validity.
- * The difficulty and length of the response called for should influence the weight assigned to a question.
- * The careful assignment of numerical values to each sub-part of a test should tend to improve students' management of time and effort and to decrease the variability of a teacher's scoring.
- * However arbitrary and subjective weighting may be, if done conscientiously and frequently reassessed, it helps to make single scores for multidimensional questions more valid.

Selection of essay questions

The questions selected are first of all determined by the objectives set up for attainment. Each question should be planned to measure one specific, well-defined objective of instruction for which an objective type of question would be unsatisfactory. Essay questions are most valid when testing the function, rather than the mere recognition or recall, of basic concepts.

Let us assume that the specific objectives of instruction have been formulated in terms of student behavior, as the first step in the planning of any curriculum unit or project. Choice-making about the best questions to ask in order to assure a sampling representative of the total learning expected will be greatly facilitated if the teacher has some or all of the following data before her.

- * A general outline of the subject matter which the teacher expects to include in the unit, plus a tentative time schedule of learning activities and teaching aids.
- * The unit pre-test, corrected and discussed by the students. In some types of units, this pre-test will include both a paper-and pencil test and a performance test. The teacher and students need to discover to what degree their difficulties have been overcome.
- * A record of the actual time spent on each part of the unit. Students tend to be more conscious of the relationship between time allowed for learning and test emphasis upon an outcome than are instructors.
- * Relative importance of the outcomes sought, determined as unit progresses and students' backgrounds and abilities become clear. For example, a group may display an unexpected ability in the aesthetic aspects of home furnishing but appear naively unaware of the economic facts of life; obviously, the economic problems assume increased importance.
- * A collection of the new terms deliberately taught during the unit and essential for satisfactory understanding of the basic concepts. For example, if a class has shown a woeful lack of understanding of these processes in food preparation that their instructor selected as essential from the matching pre-test on pages 219-20, students may be asked to define the terms in the essay end-test. Recognition is not enough.
- * A list of basic concepts and supporting facts taught to achieve the outcomes. As mentioned earlier, students can help in keeping a record of these as they are formulated in class summaries.
- * Notations on weaknesses observed while teaching such as inability to use a certain thought process which class has been working to improve, confusion in time management in laboratory tasks, acceptance of an attitude or value previously rejected.
- * Copies of the short "practice" quizzes written during the progress of the unit. One specialist in test construction, who gave such brief essay tests weekly, followed the regular practice of repeating in the final examination all those questions missed earlier by an appreciable number of his students. And even for graduate students, he rarely bothered to alter a question except for cases where the error lay in the phrasing of the original.

Table of Specifications

One of the most recent and comprehensive volumes on evaluation is Evaluating Pupil Growth by J. S. Ahmann and M. D. Glock of Cornell University. Allyn and Bacon, Inc., 150 Tremont Street, Boston published this book in 1959. The price quoted is \$6.50. These authors emphasize the worth of a table of specifications in selecting essay as well as objective test questions. This table of specifications is similar to the "grid" advocated for the balancing of objective test items by Mrs. Clara Brown Army in her earlier text, Evaluation in Home Economics, published by Appleton-Century-Crofts in 1953.

Ahmann and Glock suggest that a teacher should represent her judgment of the relative importance of the general behavioral changes expected in per cents. For example, a certain per cent might be assigned to recall of knowledge, another to understanding of concepts, and a third to application to new situations. In such "applications to new situations" thinking, doing, and even feelings might become apparent in essay answers. Consequently, this third category tends to usually rate the highest per cent in home economics. Below is an oversimplified table to illustrate the form a table may take when a teaching unit has been concentrated upon improvements in the diets of adolescent girls, as reported in a recent national survey.

<u>Subject-matter Topics</u>	<u>Behavioral Changes</u>			<u>Total</u>
	<u>Recall of Information</u>	<u>Understanding of Concepts</u>	<u>Application in New Situations</u>	
Requirements versus intake	5%	5%	5%	15%
Reasons for importance		10%		10%
How to increase vitamin C		5%	10%	15%
How to increase thiamine		5%	10%	15%
How to increase calcium		5%	10%	15%
How to increase iron		5%	10%	15%
How to increase protein		5%	5%	10%
How to increase calories			5%	5%
Total	5%	40%	55%	100%

Although this is a hypothetical case, let us look at the thinking that might have led a teacher to assign her per cents in this way.

- * She sees at the office of her County Home Adviser a copy of Nutritional Status U. S. A., Bulletin 769, California Agricultural Experiment Station, Berkeley, California. This bulletin provides a superb summary of all USDA research on nutritional status completed during the years 1947 - 1958, as reported in 178 publications. Dr. Agnes Fay Morgan is the author.
- * She is impressed by Dr. Morgan's statement that "The diets of the teen-age girls presented the least favorable picture of all those examined."

- * She decides to try to discover the nutritional status of her own students before starting a unit on nutrition and meal planning. She collects a food-intake record for a Thursday, Friday and Saturday.
- * She and her students together compare their diets with the standards for adequacy set up or reaffirmed in 1958 by the National Research Council for recommended daily allowances of nutrients. ("Requirements versus intake")
- * She directs students to resource materials of varying degrees of difficulty in order that each may see for herself the evidence supporting these standards for adequacy and the research findings in different states that Dr. Morgan reports. ("Reasons for importance")
- * She judges that less time and emphasis should be given to the increase of protein and calories since her students, like other teen-agers in the nation, are only borderline low in these but seriously low in the other four aspects.
- * She allots only 5% of the total 100% to recall of information since she discovers that her students pretty well know the general requirements for healthy eating even before they leave the elementary school and tend to have a very adequate diet until age 13.
- * She allots 40% of the total to understanding of concepts, particularly in "reasons for importance." Some students get lost in a mass of detail on nutritional improvements; others are too easily satisfied with a superficial knowledge of facts learned in the grades. Understanding requires a functional knowledge of the interrelationships that exist between economic limitations, marketing practices, possible legal protection of consumers, as well as of the multiple nutrients provided by a food.
- * She allots 55% of the total to "applications to new situations" since this is really the critical point. To be sure, knowing exactly how to improve one's diet does not guarantee actually doing so. Follow-up in the form of campaigns sharply focused upon one paramount need, communication with parents, occasional re-checks through collecting food intake of students for a given period, student evaluations of food practices in the school lunchroom, and even some concerted community action may be required to provide for major improvements.

Phrasing essay questions is important

After the representativeness of the sample of questions has been insured to increase reliability, phrasing is the next important problem. Effective questions do not just happen!

A major consideration confronting teachers is the designing of essay questions that will capitalize on the way students have prepared for the examination. Research indicates that students preparing for an essay test are likely to employ such desirable study techniques as outlining, reviewing generalizations and the relationships between these and facts, trying to draw conclusions from study materials used in the course, and, in general, summarizing learning into large wholes. The objective test with its many items--a hundred responses an hour is standard for a short-answer test--tends to put emphasis on a wide variety of specific facts so the student prepares as he might for a quiz-kid program.

The entire quartet of learnings in home economics--knowing, thinking, doing, and feeling--can be evaluated through essay questions. In every question the focus is a single, understandable objective.

- * If an objective falls into the category of feelings, an absolutely free response to an intriguing question will bring out many personal attitudes and values.
- * Instead of investing a lot of time, energy, and even money in a performance test, students can occasionally be asked to describe in order the exact procedures they would employ in doing a given task. The actual manipulative skills cannot be evaluated through such a question, but managerial and psychological skills can. And every year the latter skills become of more importance to the homemaker.
- * It is true that one cannot think without facts. Merely knowing facts can be most economically measured through objective tests. However, the process of thinking compels one to gather facts, to generalize these into principles, and to utilize them in coping with situations where they would be pertinent. As a consequence, content and mental process can be economically combined in a situational essay question.
- * The task of defining, analyzing, and classifying the various mental processes involved in thinking is far from complete. Nevertheless, there is such urgent need of developing the ability to think that today thinking is given top priority in using essay tests.

In constructing essay questions, an experienced teacher may be surprised at how much improvement she will be able to see in her tests if she considers the following recommendations. And a lot of man hours of student writing may be almost wasted if she fails to consider them, for certainly no clear picture of achievement will ever emerge from a hastily, carelessly written essay test.

- * Write down exactly the concept you wish students to be able not only to state but to use. For example, research at the University of Minnesota established this one. "The attainment of one objective cannot be inferred from the measured attainment of another, apparently-related objective."

- * Decide the specific process of thinking you propose that a student shall use in writing an answer. Let us assume that a senior class is resisting any learning activities in foods except cooking. The process of thinking to be used is "interpretation of data."
- "Locate or devise a problem situation embodying the selected concept and the appropriate thinking process. The teacher locates Table 1, page 25, in C. B. Arny's Evaluation in Home Economics, only changing the statistical terminology on correlation coefficients to plain English.
- * Formulate in a concise, direct form a question that will specify clearly the concept and thinking process to be tested. The teacher might briefly describe the ways by which the facts in the table were arrived at, then ask:
 1. What are the six conclusions which can properly be reached from the facts given in the Table?
 2. What one general principle would summarize these facts?
 3. In what way does this general principle have meaning for the planning of our food course?
- * Write an acceptable answer. To do so, it is necessary to identify exactly what processes of thinking you used in arriving at the answer. For example, (1) the respondent must consider the entire table and identify pertinent conclusions, (2) express these conclusions as six facts, (3) summarize these facts into one general principle in his own words, and (4) perceive the relationship between this principle with its supporting facts and the necessity of planning for a broader program of study than the one they had originally requested.
- * Re-examine the questions to make sure that you have worded them in such a manner as to provide the student some hints as to the organization he can follow in writing his answers. Such assistance to the student really operates to increase the number of sub-questions in a test and to reduce the length of the answer to each. Carried to an extreme, this technique would rob the essay question of its unique value in testing a student's ability to organize and express his answers. N. L. Gage recommends that "We can attempt to elicit as much organizational effort from the students as possible while giving them a common set of reference points so that their answers will be comparable."

The use of case situations in essay tests

Thirty years ago Dr. Ralph Tyler's investigations demonstrated that gains made by students as measured by tests of understandings were more permanent than those measured by tests of diversified knowledges. After

even a brief lapse of time, tests on isolated facts showed alarming losses in memory. But later tests on generalized principles sometimes even showed gains in understandings. Out of this research our emphasis on problem-solving teaching and testing developed.

In teaching functional homemaking and family living, a true-to-life setting for a problem seems to focus and deepen students' thinking. This setting may consist of a very brief description of the essentials of a problem, such as, "If you owned the skirt labeled A and had a choice of one of the three blouses labeled B, C, and D, which one would you choose to wear with skirt A? Give three reasons for your choice." For older and/or more able students, a detailed and more complex situation may be used. For example, in a test on Family Relations for the eleventh and twelfth grades published by Iowa State University, the following case situation is offered.

"Vera, 19, and Raymond, 20 have gone steady for several years and plan to be married soon. Vera came home quite upset several nights ago, however, because they had a misunderstanding. It was their first serious disagreement and Vera thinks that they don't understand each other very well. She has decided that they should wait a while longer before marrying to be sure that all matters on which they disagree can be worked out so they won't have any serious disagreements after they marry.

Do you agree with Vera's decision? Why?" (Incidentally, the generalization involved is "Some conflict is normal in any close relationship.")

The identification and phrasing of case situations often challenges a teacher's ingenuity and skill in communication. Where are they to be located, except in purchased tests? In many places, including:

The teacher's own experience or in that of her acquaintances.
 In books, bulletins, novels, short stories.
 In magazines--stories, articles, advertisements.
 In newspapers--news items, editorials, feature articles.
 In television, radio and motion picture offerings.

The worth of the questions based upon a problem is directly dependent upon the situation that is selected and the description that is provided. Once an idea has been found that can be manipulated to embody the selected general principle or concept and the desired thinking process or processes, the following suggestions may prove helpful.

- * The case situation should resemble closely the everyday environment familiar to the student. Any one is impressed with the fairness of a testing technique that requires him to use what he has learned in school in order to answer questions similar to his out-of-school experience.

- * Case situations differ in kind; some are primarily intellectual, some mechanical, some social with the problem in the realm of human relations. Obviously, the emphasis is selected to be in harmony with the teaching that is being tested.
- * Neither the case situation nor the essay questions should be too closely identified with the problems used in the original learning situation. Otherwise only memory will be tested. But the difference should not be so great that students will lack background for understanding the learning involved.
- * In writing a case situation, persist until no part is ambiguous and no word or phrase is unnecessary for the students' thinking. The degree of difficulty in identifying the critical aspects in the situation should be commensurate with the level of students' ability.
- * Since students' answers are to be scored in terms of their ability to hold themselves to the precise conditions set by the questions; the questions themselves must be specific and precise.
- * In general, since space and reading time are required for each case situation, it is economical to base two or more questions on one situation. Carried to an extreme, the case situation might become too long and confusing, however,
- * Each question should be so designed that it can be answered acceptably only if students recall pertinent facts and use them in new patterns of thought and action and in light of the exact information contained in the case situation. Researchers have found essay tests too often merely request the reproduction of an interpretation already provided by the textbook or the teacher.

Scoring of Essay Tests

The former attitude of scorning scores derived from essay tests is fast disappearing, if the scoring is done carefully. Today the emphasis is upon the use of a variety of measuring devices in order to see the whole person. Although both product rating and essay tests are inherently highly valid, authorities are inclined to now believe that written free-response can be more highly reliable than product analysis. For one reason, the teacher of home economics knows that the thinking, organization and writing of an essay test in a classroom is a student's independent effort. The dress or food product may represent relatively little thinking on the part of a student--merely following directions while the teacher does the thinking. Because both the product and the essay test do stand still for reappraisal, they are still potentially more reliable than observation.

Nevertheless there are still hazards. Here are common influences well worth trying to avoid in rating products as well as in scoring essay tests.

Fatigue may lead to irrational judgments.

Wandering attention may result in shifting from original point of view.

Personal bias may influence a teacher to reject ideas and values different from her own.

A narrow conception of what has been taught may fail to give credit to imagination and originality.

Knowledge of the student's identity may introduce extraneous factors into a teacher's judgment of what is written on the paper.

This last-named hazard, familiarly known as the "halo effect," is thought to be at the root of much inaccurate scoring. Yet it is probably the easiest to avoid if womanly curiosity does not get the best of a teacher!

Objectified procedures increase reliability

Every test needs a "key" of acceptable answers. If possible, the answers for an essay test, be it long or short, should be written by the instructor before the test is given.

If she times herself, the teacher can arrive at a rough estimate of the length of time students may need. A "rule of thumb" that sometimes proves useful is that a junior high school student on the average usually requires three times the period used by the teacher; a senior high school student, twice the time.

Writing an answer to a question is also a first-class way to judge its clarity, difficulty, and worth. During this writing the teacher may discover faults which will suggest improvements in or elimination of a question. She gains a personal idea of its difficulty and importance. Both are major considerations in assigning the weighting value to each question.

One experienced teacher declared she had no time for all the work of writing acceptable answers; anyway, she had the answers well enough in her head. However, she rather reluctantly agreed to an experiment. She started right with her students to write an hour-long final examination. Students started to turn in their papers long before she was finished. In fact, she never did get through before the bell rang!

Amazed and chagrined, she pored over her own and her students' papers during one long, gloomy week-end. The inescapable conclusion shocked her! By giving tests of unreasonable length, she had been forcing her students to the hasty, superficial writing that she had long been deploring! Not only did this teacher alter her testing practices, but she also began to take a long hard look at her distribution of time while teaching.

One more suggestion may be in order. If you have been in the habit of permitting students to have some choice on which questions in an essay test they will write, drop the practice. For one reason, you just can't arrive at comparable scores since the equating of two or more questions for difficulty constitutes a complex problem. You can't fairly compare an apple and an orange. Of course, in offering optional questions you are trying to be kind and permissive to the students. Quite the opposite happens! Research shows that a student's judgment on which question he is best able to answer is frequently wrong!

Suggestions on scoring.

Rating each examination according to the general total merit can easily become a vague procedure, subjective, difficult, and without any helpful quantitative basis. Then, if ever, the "halo effect" gets in its evil influence.

Reading and evaluating essay tests is and probably always will be time-consuming! If using a bit more time will provide a sense of security to the teacher and of justice to the student, why not try these ways to improvement recommended by many authorities? They look more laborious than they really are. And results gain immeasurably in validity and reliability over the "general impression" kind of scoring.

- * Work out with students some device by which identity of each writer will be concealed from the teacher. The technique may be as simple as instructing students to write names on the back of the paper, or a code system of numbers may be used in place of names. Students frequently complain about instructors: "she plays favorites" or "he has pets." Consequently their cooperation in any technique to conceal identity is most gracious! One class grew so enthusiastic that they requested the principal to hold the code key until scoring was complete.
- * Before using your set of answers, test it by reading through a sample of student answers. Then add to or modify your listing of acceptable points to be sure that the first paper will be graded against the same criteria as the last one. If the majority of students prove to have misinterpreted a question, omit trying to score that part of the examination. Save your time and strength for figuring out why this difficulty occurred and how it can be better phrased in the next test.
- * Read and score one question or part of a question on all test papers at one time. Focus and accuracy are increased and, believe it or not, so is speed. It is easier to maintain a constant set of standards when all details of the acceptable answers can be remembered and comparisons between and among various student responses can be made.

- * Reshuffle or reverse order of papers occasionally so that a student's paper may not be scored unduly high or low because of its position after an unusually good or poor paper. Teachers are human and sometimes get the unjustified feeling that, because the response to one question is good or poor, the responses to all other questions in the test by that student must necessarily be of similar quality. This is another example of the insidious "halo effect."
- * Compute the total score of each student after all questions on all papers have been read. Many teachers like to record points allowed on each part of a question on a simple chart, rather than on the examinations. In the re-teaching that should follow most tests, students tend to focus on their errors in thinking more successfully if points allowed or marginal comments are omitted from the returned papers. And group clarification and re-teaching are time-saving and adequate except in an occasional case requiring a personal conference.
- * Test the reliability of your own grading occasionally. Perhaps a month or more after the original scoring, reread a group of papers, using the same standards as before. If less than 90% of the scores assigned on these two independent trials agree, your scoring procedures need to be revised to insure a higher degree of reliability.
- * Analyze the few examinations where there was marked disagreement in the before-and-after scores. Why did these occur? Every teacher has her blind spot in judging. It is illuminating to find yours. For example, you might discover that you seem to be a push-over for highly articulate but meagerly informed bluffers. Such a discovery has potentialities for improving not only testing but teaching.

Learning From Essay Tests

A unique value of essay tests is that both teachers and students can learn much from them that can improve teaching and learning. Accurate evaluation of a well-developed essay question takes time that can be justified only to the extent that study of the results contributes to such improvements. The diagnostic value of an essay test is limited only by the amount of time and effort a teacher feels she can spend in identifying and pointing out the location and nature of errors to students, and in drawing conclusions about needed modifications in her teaching.

Analysis of the test itself

Teachers who would not dream of throwing away an objective test after using it only once seem to realize rarely that essay questions merit the same respect. Immediately after the class discussion of a short quiz is the time to make whatever changes in the questions seem

to be desirable. A quick once-over of such improved questions provides an illuminating guide when a comprehensive test is to be made. Indeed, so radically do some quiz questions get altered after use that they can well be included in a final examination.

If, after such revision, the same questions can be kept on file and used again and again, dependable information can be secured on two characteristics. By keeping a record of those parts of a test that are omitted or answered incorrectly by students, the per cent of students who wrote acceptable answers will suggest the weighting value to be assigned. In general, the fewer the correct answers, the higher should be the weighting of 3, 2 or 1. The total score on the test then becomes the sum of the acceptable answers multiplied by their proper weights.

A rough scrutiny of the distribution of scores on the various questions in a test will show which parts of an essay examination appear to be the most difficult for students. An approximation of the discriminating power of these questions may be concluded by noting which were more often answered acceptably by the good achievers than by the poor achievers. Such study of results provides no statistically accurate data as is possible in analysis of results from objective tests. But they do offer ample evidence that teacher-made essay questions are improved thereby, and--most important--they are within the time limits of a busy teacher.

There is one central difficulty in interpreting results of all essay questions. The students are required to read carefully, but this the teacher can do with the group when necessary. The students are also required to recall, organize, think through problems and phrase answers in their own words. Research has shown that remedial instruction and practice in reading and writing can often raise a student's score on the same test.

Growth of the handicapped student will probably always need to be evaluated in ways other than writing. Even objective tests usually prove unsatisfactory for them. But parents, employers, and even the lay public are demanding that the schools accept the responsibility for developing at least a minimum ability in reading and writing. Home economics teachers, no more than other teachers, can absolve themselves of this responsibility for normal students.

For so long students have been conditioned to consider a "test" important that they usually put forth more effort on delivering on a test than on any other part of their academic learning. Teachers may find themselves needing to exploit this fact more and more as mastery is increasingly demanded.

Analysis of class performance

Through frequent testing and careful analysis of the group results, an instructor can detect clues to needed changes in class instruction. Regardless of the variations in ability among her students, large classes

pretty much limit a home economics teacher to group instruction. Homogeneous grouping in the whole high school today is tending to reduce the range of abilities in many classes, fortunately.

Let us assume that a test has stood up well under the recommended analysis, and that the students' ability to read and write is adequate to meet the requirements of the test. What may be some possible causes of students' failure to write acceptable answers?

Were the objectives unclear to or unaccepted by the students?

Was motivation merely assumed and too little effort made to maintain students' interest?

Were standards of acceptable written assignments and class discussion too sketchy, too uneven, or too low, compared to the group potentials?

Was the content too much in amount, too difficult, and/or not sufficiently adapted to the students' background and needs?

Was adequate time given to learning experiences designed to teach what the test purported to measure?

Was reinforcement of learning satisfactorily provided for through class summaries, reviews, drills, and frequent short quizzes?

Rarely is any one cause the whole reason. But often making one major modification at a time is enough to undertake. And students can make surprisingly sharp and helpful suggestions. For example, one teacher decided to try to galvanize her lackadaisical tenth grade students into action by "proving" to them that their low scores in the test came about because of the poor quality of their work in supervised study and class discussion. They had a reply to that charge! Two of them, to be exact! One was that they had not been told their weaknesses so that they might know how to improve them. And furthermore, if they had been told, there would have been no class time to do so! "Why," they asked plaintively, "do we have to hurry so?"

Here are the changed practices inaugurated by this teacher and her students. At students' suggestion she returned the scored tests as soon as possible so that everyone involved still had vivid memories of the teaching unit. Specific strengths and weaknesses of answers were pointed out, the "know-how" of improvements was discussed, and important but inadequately learned content was re-taught. Students proposed that they write their own questions to guide reading assignments. Although they thought they knew what they wanted to find, they discovered that difficulties in communication really mattered! Contending that they could talk better than they could write, they took turns at checking on the quality of their communication in class discussions. Sadder and wiser, they labored without a whimper on the improvement of their thinking and communication during all the rest of the school year.

Analysis of individual performance

Teachers need to prevent learning difficulties as well as to detect and correct them. Causes of difficulties are as varied as the students themselves. To foresee possible difficulties requires a study of individual performances.

In 1948 Verner Sims of Alabama had the temerity to entitle a later, much-discussed article, "The Essay Examination is a Projective Technique." Although this was published in the Journal of Educational Research, apparently there has been no follow-up on this bold promise, not even by Sims himself. Since years are required before a projective technique can be established as trustworthy, there was a lot of negative reaction to the report.

Nevertheless, to a shrewd teacher well acquainted with her students, essay tests can provide many clues to the personality development and insights into the achievements of individuals. Perhaps that is one reason for their continued popularity with teachers. Sims suggested that, if projective values were to be sought, an absolutely free response to a stimulating question should be asked.

Accurate scoring for achievement evaluation, however, requires a more restricted type of question. Yet even this focused kind of question often reveals much about the individual's perceptions and values. A study of answers to thought-provoking questions provides information regarding the structure, dynamics and functioning of the student's mental life. Very often responses to such questions as were suggested on pages 231-32 and based upon the filmstrip, "What Are Your Problems," will offer a combination of all those clues to understanding of individuals. Each clue is worthwhile but all must be taken only as tentative evidence.

A teacher's time and energy, however, are limited. To attempt comprehensive studies of all students' essay tests would be unrealistic and frustrating. The focus of a teacher's study will change from student to student. For example, in reading the students' answers to the questions based upon the filmstrip, she may note certain problems common to the group and of a nature that help can be provided in a class follow-up on the responses. She may decide that Peggy's problem should be privately referred to the trained counselor in the school for further exploration. She may catch in something that Nina has written a possible clue to the reason for her excessive timidity.

Patience, please!

Have all these ideas led you to think, "Yes, but I would like to see lots of examples of essay questions, particularly those designed to evaluate thinking?" A collection of all those examples for which this article had no space will become available late this spring. Watch for a further announcement. In the meantime, happy adventuring with essay tests on your own!

FREQUENTLY ASKED QUESTIONS WITH ANSWERS
ABOUT FOOD PREPARATION

Pearl Janssen
University of Illinois

1. Why may a starch thickened pie filling be thick when cooking is finished but become thin and runny on standing?

Insufficient cooking of the egg yolks. If the yolks are added at the end without reheating the filling, the temperature may not be high enough to cook the egg yolks sufficiently. If this happens the sugar dissolves in the uncooked egg yolks and the filling becomes runny.

2. Why is some fudge and fudge frosting hard, dry, and with coarse sugar crystals?

The sirup was beaten hot. To prevent this, cool to a lukewarm temperature before stirring begins. Less evaporation takes place and a creamy product is obtained. The sirup is thicker when cooled. This reduces molecular activity so more and finer crystals form.

3. How may rice be cooked to retain the nutrients and yet be dry and fluffy?

Cook in a covered baking dish in the oven. Add 2 1/4 cups boiling water and 1 teaspoon salt to each cup of rice. Bake at 400° F. until tender--about 30-40 minutes for polished and converted rice, about 50-60 minutes for brown and wild rice.

4. How may discoloration of cut raw fruit such as apples, peaches, and bananas be prevented?

Coat with an acid or immerse in water, weak brines or sugar solutions. Lemon juice, pineapple juice and ascorbic acid are particularly effective. The darkening is due to enzymatic action on substances such as tannin in the presence of oxygen.

5. How may the stability of egg white foam be improved?

Add sugar at the foamy stage of beating. Sugar, due to its hydrating capacity decreases the drainage. Cream of tartar added at the foamy stage of beating also increases the stability but is not as effective as sugar.

6. How may the flakiness of baking powder biscuits be increased?

Knead lightly by carefully folding over the dough about 20 times. This helps form sheets or layers. Rolling out the dough, folding over and again re-rolling a total of five times has the same effect but gives better results for the inexperienced.

7. At what temperature is the sensitivity of taste greatest?

Between 68-86° F.

8. How may the curdling of milk be prevented in making caramels?

Begin adding the milk in small portions when the sirup is thick (about 244° F.). Never allow the temperature of the sirup to drop below 234° F. while the milk is being added. The addition of milk in small amounts and when the sirup is thick reduces the tendency for curdling.

9. Why may it be difficult to cook dried navy beans to a desirable degree of tenderness?

The hardness of the cooking water. The minerals in the hard cooking water hinder the softening of the beans. To overcome this add about 1/8 teaspoon soda to the water used in cooking one cup of beans. Soda aids in the softening and shortens the cooking time.

10. Why are some French fried potatoes underdone and with an acrid flavor when they have been fried until they are brown?

High sugar content of the potatoes. The potatoes become too brown before they are sufficiently cooked and have an acrid flavor due to the caramelization of the sugar. To prevent this, store potatoes at room temperature before frying. They have less sugar, require a longer frying time and are desirable in color, flavor and texture.

11. Why will homogenized cream not whip?

There is insufficient protein available to form films around the air bubbles. Much of the protein has been adsorbed on the increased number of fat globules formed during homogenization.

12. What is the cause of cloudy iced tea and how can it be prevented?

Precipitation of tannin when strong tea is poured over ice. To prevent this reduce the amount of tannin by steeping no longer than three minutes. Diluting strong tea before pouring over ice aids in preventing cloudiness. Tea made by pouring cold water over tea leaves in a jar, then covering and placing in the refrigerator over night is clear and sparkling when poured over ice.

13. What causes cooked cabbage to be strong in odor and flavor?

Overcooking. Sinigrin a sulfur compound present in vegetables of the cabbage and turnip family is hydrolyzed to hydrogen sulfide with long cooking. Acid released from the cells catalyzes this reaction.

14. Is it possible to make a custard pie and have a crust that is not soggy and soaked?

The sure way is to bake the custard and crust separately in the same size pie pans. When the custard is cool, slip the custard into the baked shell.

15. Why do some cream puffs not puff during baking?

This is due to overcooking of the water, flour and shortening. Cook only until mixture leaves sides of pan and forms a compact ball. If overcooked the mixture will not puff and fat oozes out.

16. What is the reason for a mahogany red chocolate cake?

An alkaline reaction due to excess soda. As the soda is increased a soapy, bitter taste is also evident. Excess soda has a tenderizing effect, so tenderness is usually associated with the red color.

17. Why will a gelatin mixture not set, or set and then become liquid when fresh pineapple is added?

Pineapple contains a protein digesting enzyme Bromelin. Unless the pineapple is cooked and the enzyme inactivated, this will occur.

18. Why wrap potatoes for baking in aluminum foil?

Primarily for appearance. The advantage is that the potatoes will stay hot longer if held for serving. The disadvantage is that the potatoes are less dry and mealy.

19. How prevent the formation of a scum on hot cocoa during serving.

Beat thoroughly with a rotary beater. The foam formed retards scum formation.

20. Why may some refrigerator ice cream not freeze to a solid state?

Too high a proportion of sugar. Sugar lowers the freezing point. The freezing compartment of the refrigerator may not have a low enough temperature to freeze the ice cream.

21. How can curdling be retarded or prevented in making cream of tomato soup.

Use no more tomatoes than milk. Combine cold; heat, add salt and serve immediately or thicken the tomato juice and then combine with the milk.

22. Why does the consistency of mayonnaise vary when the same ingredients and proportions of ingredients are used?

Thickness seems to be directly proportional to the amount of beating. When oil is added in the same manner, a very thick mayonnaise is formed if beaten at high speed, and a mayonnaise of medium thickness if beaten at moderate speed.

23. How should souffles be baked for a large volume and good holding up qualities?

In a pan of hot water with the water in the pan as high as the souffle in the baking dish. This insures even heating and prevents overbaking on the outside before the inside is done. A souffle is less apt to collapse on removal from the oven if baked in this manner.

24. Should meringue toppings for pies be placed on a hot or cold filling?

There is less leaking if placed on a hot filling. However, there is greater tendency for beads of sirup to form on the top of meringues if placed on a hot filling.

25. Can egg yolks be added at the beginning of the cooking period in making a starch thickened pudding or pie filling?

Good results can be obtained by adding the yolks at the beginning. The starch protects the protein of the yolks so that curdling does not occur.

26. Why will some pectin jelly made from a fruit juice high in pectin not form a jelly?

The juice is probably deficient in acid. The addition of lemon juice, tartaric acid, or combining with a fruit juice high in acid will remedy this.

27. Why do scrambled eggs sometimes have a layer of liquid in the serving dish?

This is due to overcooking. The protein shrinks and squeezes out the liquid.

28. Can an angel food cake of good quality be completely mixed with the electric mixer?

Very satisfactory results can be obtained. Care must be taken in the method of adding the flour. For good results sift the flour with a small amount of the sugar. Add in small portions to the egg and sugar mixture and combine with as little mixing as possible.

ILLINOIS TEACHER

HOME ECONOMICS
EDUCATION
UNIVERSITY OF ILLINOIS



Star Feature



TEACHING FOODS AND NUTRITION

	Page
New Textile Labeling Law Requires Shoppers' Study	251
Prepared Packages For Getting Started	264
The Meat and Egg Group Package . .	272
The Vegetable Package	280
The Milk Package	287
The Cereal Package	290
Bonus Packages	294

NEW TEXTILE LABELING LAW REQUIRES SHOPPERS' STUDY

Ruth Galbraith, Home Economics, University of Illinois
June Foster, Extension Editor's Office, University of Illinois

A new labeling law for clothing and most household goods made from textiles became effective on March 3. The Textile Products Fiber Identification Act requires that each fiber be identified by its generic (group) name on a hang-tag or label. The percentage of the fiber, by weight, in the fabric must also be listed. If the law is to prove helpful, consumers must learn the new fiber identification terms--the generic names.

To simplify and standardize the information, the Federal Trade Commission assigned fibers with similar properties into groups. It then gave each group a generic (group) name. To illustrate, acrylic is the generic name for a group of fibers that are chemically similar. There are now four acrylics. Their trade names are Orlon, Acrilan, Zefran and Creslan. They have similar properties, one of which is bulkiness with little weight. But these four acrylics differ in other ways. For example, some are easier to dye than others.

The FTC divided synthetics into 16 generic groups, but women shoppers will buy only 10 of them. They are acetate, acrylic, metallic, modacrylic, nylon, nylril, polyester, rayon, rubber and spandex. The other six groups, azlon, olefin, vinal, vinyon, saran and glass are used in commercial textiles, such as auto seat covers, tires, industrial filters, and belts. The natural fibers, cotton, wool, silk and linen retain these names as generic names.

To simplify shopping, smart shoppers will learn both the generic name and the properties for each group of synthetics. They will also identify familiar trade names with the generic name. Then as new fibers come to the market they can associate them with the familiar ones. For example, Vycron is due soon and will be labeled polyester. If shoppers learn now that Dacron is a polyester, they'll have some idea of how Vycron will wear and launder.

But remember that fiber content is not the only factor affecting wear and care. Experience proves that some 100 per cent cottons are good and some are not. The size of the yarn, type of weave and weight of fabric also affect quality and performance. The new labels tell only the fiber content.

Since many fabrics contain more than one fiber, listing the percentage of each fiber present is helpful. The highest percentage must be listed first, and the others follow in the order of percentage present. If there is less than five per cent of a fiber in the fabric or garment, it cannot be listed. Obviously, then, sewing thread cannot be listed.

Some exceptions are listed in the law. One is coat linings. Unless the lining is used for warmth, it is not listed. Often the only purpose of a lining is to help the coat slip on more easily. But interlinings used for warmth must be labeled for fiber content.

The major type of household textile not included in the new law is upholstery fabric on manufactured furniture. However, upholstery sold by the yard must be labeled.

The law also requires labeling of merchandise sold in quantity packages. For example, several pairs of socks are often packaged together. Unless each pair is individually labeled, the package must be sold as one labeled article.

Rayons are confusing

Only the rare shoppers with fantastic memories can remember that Narco, Skenandoa, Flaikona and 38 similar words are trade names for rayon. Now, the word rayon also must appear on labels. This identification by generic or group name, rayon, will be valuable to shoppers only if they know rayon's characteristics.

Many rayons are too weak to be durable. They are even weaker when wet. They shrink, stretch and wrinkle easily. They have an extremely soft, limp hand, especially after laundering.

Rayons are on the market in quantity because they have a low, stable cost. Because they absorb moisture readily, they dye easily and present no problem of static. Consequently, rayons are excellent blending fibers for the synthetics that need softer hand, better dyeability and less static.

New and improved rayons are now being manufactured. However, these improved rayons will also be labeled rayon, so shoppers must learn their trade names. Topel and Corval are trade names for one improved group, the crosslinked rayons. Crosslinkage is a manufacturing process that makes rayons shrink less, stretch less and wrinkle less.

Another improved group is the high-tenacity rayons. They are stronger than the regular rayons. Fortisan, the curtain fabric, is a high-tenacity rayon. So is Fiber G, the upholstery rayon. Avron, Cordura and Tyrex are additional trade names to connect with greater durability.

The latest development does not yet have a name. The process makes a stronger and more stretch-resistant rayon that can be sanforized to control shrinkage. Among this group is Zantrel, which is being test-marketed now. Fibers 40, 500 and SM27 are still in the laboratory stage.

Acetates are party fibers

Acetates were originally called rayons. Unfortunately, many shoppers still confuse the two.

According to the textile labeling law, the word acetate must be printed on labels for all apparel and most household textiles containing acetates. But, to clear the confusion, shoppers must still learn the differences between rayons and acetates. The big difference is that acetates are thermoplastic and rayons are not.

Acetates and all other fibers that soften with heat are called thermoplastics. Because they do soften with heat, acetates can be heat-set into durable designs, such as moiré taffetas. Since acetates are heat-sensitive, they need to be pressed at the lowest possible temperature.

Another difference between acetates and rayons is that acetates are soluble in acetone or fingernail polish remover. A spot of fingernail polish on acetate presents a problem for professional cleaners.

Think of acetates as "party" fibers. They look good and feel nice. They are not durable, but party fibers need not be durable. Acetates make attractive satins, brocades, taffetas and lining materials.

Closely related to the acetates are the newer fibers, triacetates. Arnel is the trade name for the first triacetate on the market. Triacetates are minimum-care fibers. They are wrinkle resistant, and the wrinkles "hang out." They wash easily and dry quickly. Triacetates shrink and stretch less than acetates. They can be heat-set into durable pleats and creases.

Like acetates, the triacetates are soluble in acetone, and they are not durable. However, a new triacetate that is more durable, Arnel 60, will be on the market later in 1960.

Nylons have numbers and names

Nylon is now the generic, or group, name for a group of chemically similar fibers. It may be accompanied by such trade names as Caprolan and Chemstrand or by numbers.

There are now two new numbered nylons on the market. Nylon 420 is a blending nylon for cottons. It is designed to add resistance to rubbing without reducing fabric strength. A test of this fabric made into mechanics' work clothes showed an increase of 70 to 100 per cent in wear life. The blend of nylon 420 and cotton is excellent for children's clothes, also.

Nylon 501 is a new carpet fiber that has greater crush resistance than other nylons. It does not show footsteps and furniture placement as the original nylon carpeting did. It has another advantage of not showing soil so quickly as other nylons.

The outstanding characteristics of all nylons are high strength and the ability to withstand rubbing. Before nylon was manufactured, sheer, yet durable hosiery was not possible.

Nylons are also thermoplastic. They can be heat-set into durable shape and creases. Nylons neither shrink nor stretch, and they dry quickly. Iron them and all thermoplastics at a low temperature.

Nylons do have some disadvantages. One is pilling. Pills or small balls of fibers roll up on the surface as they do on other thermoplastics and wool. But nylon is so strong that the pills won't wear off as pills of weaker fibers do. Nylons also 'yellow' or 'grey' in use, and no bleaching method is completely effective. Their great affinity for oils and oil-borne stains create cleaning problems, such as removing hair oil from upholstery fabrics. Since nylons are not resistant to sunlight, they are not good curtain fabrics.

Acrylics, modacrylics and nitrils are similar textile fibers

An easy way to understand the new labels required by the textile labeling law is to compare similar groups and then learn their differences. Three groups of fibers that are chemically similar have the generic names of acrylic, modacrylic and nitril.

Associating these generic names with familiar trade names in each group is also helpful. Acrylics are Acrilan, Creslan, Orlon and Zefran. Modacrylics are Dynel and Verel. The only nitril now on the market is Darvan.

All three groups are thermoplastics. Thermoplastics neither shrink nor stretch. They dry quickly. They can be heat-set into shape and creases, so they must be ironed at a low temperature.

The acrylics and modacrylics are similar in several ways. In appearance, they have a softer, warmer hand than the familiar nylons. Their greater bulk with less weight gives them more covering power than nylons or cottons. As for durability, they give less wear than nylons, but more than acetates. Both acrylics and modacrylics are resistant to deterioration by sunlight. Sunlight resistance gives them priority for drapery fabrics and outdoor sportswear, including swimsuits.

Pilling is a problem with these two fibers, as it is with many other synthetics. The small pills or balls of fibers that form on the surface during wear detract from a fabric's beauty.

Modacrylics (modified acrylics) differ from acrylics in three ways:

1. The modacrylics, Dynel and Verel, don't blaze, but they do melt. They are safer for use in theater fabrics, rugs and blankets to prevent fire. Acrylics burn with a blaze as rapidly as acetates.

2. The modacrylics soften at such low temperatures that they cannot be ironed without a press cloth. Pressing them on the wrong side is another safeguard.
3. The modacrylics are soluble in acetone. Now there are four fibers, Dynel, Verel, acetates and Arnel, that must be "spotted" carefully. Fingernail polish remover (acetone) will not only remove a polish spot, but the fabric too.

Nitrils, the group similar to the acrylics and modacrylics, are relatively new. Darvan, the only one on the market, is being produced as a luxury fiber. The manufacturers have deliberately sacrificed durability for extremely soft, luxurious appearance and feel. This fiber is more expensive than the acrylics, but less expensive than wool.

Dacron is a polyester

Smart shoppers are adding a new word to their vocabularies--polyester. Polyester is a generic name for a group of fibers, according to the new textile labeling law.

A familiar trade name for a polyester fiber is Dacron. Three other trade names are also on the market and should be associated with polyester and the familiar Dacron. Kodel appeared on the market about a year ago, Vycron last fall and Teron, perhaps to be renamed Fortel, will be on the market this year.

All polyesters are thermoplastics, so they have minimum-care characteristics. They neither shrink nor stretch. They dry quickly. They can be heat-set into shape and creases, but must be ironed at a low temperature.

The outstanding characteristics of polyesters are excellent wrinkle resistance and wrinkle recovery. They are more durable than the acrylics, but not so durable as nylon.

Polyesters are used predominantly in blends (mixture of fibers in one fabric) because they are difficult to dye and cause problems of static. Men's-wear blended fabrics and cotton blends are popular.

Pilling (forming pills or balls on the surface) is a disadvantage. Like nylons, polyesters are so resistant to rubbing that the pills don't wear off. Vycron, Kodel and the new Dacron 64 are claimed to be pill-resistant. Kodel was manufactured to reduce the pilling problem by reducing resistance to rubbing.

Factors other than fiber content also affect pilling. The weave and fabric construction do, too. Clear-faced or smooth fabrics without naps have fewer free fibers to form pills.

Kodel requires more careful dry-cleaning than the other polyesters. It is soluble in perchlorethylene, a cleaning solution used by some cleaners.

Spandex is synthetic elastic

Synthetic elastic fibers are now on the market. Since these differ from rubber in several ways, shoppers should know what the differences are and which elastic fiber they buy.

By reading labels, shoppers can now learn which elastic fiber is used. The new textile labeling law requires labels that identify the fiber by generic name. Rubber is the generic name for the familiar natural elastic fiber. Spandex is the generic name for synthetic elastic fibers. Present trade names for the synthetics are Vyrene and Lycra.

Here are some differences between Spandex and rubber. Rubber is weakened by salts in perspiration and sea water. Spandex fibers are not damaged by salts and made excellent elasticized swim suit fabrics last summer.

Both rubber and spandex fibers have excellent elastic recovery (returns to original shape after stretching), but spandex fibers give control comparable to rubber with less weight. So lighter weight foundation garments are now available.

Rubber absorbs and is damaged by body oils and perspiration. Recent tests indicate that girdles containing rubber wear longer when washed every time or every other time they are worn. Present recommendations for laundering rubber are to use a mild soap and soft water at 100 to 110 degrees F. and to tumble-dry at medium to low heat. Rubber should not be dried in direct sunlight.

Spandex fibers are not weakened by body oils and perspiration. They machine-wash in any temperature of water and tumble-dry at medium to low heat. But they do have laundering limitations. Spandex fibers must not be chlorine bleached. Perborate bleaches may be used. Since white spandex, like white nylon, picks up dyes from wash water, garments made of spandex should be washed only with white clothes.

Minor fibers can become major

Clues to fabrics of the future may be found in seven groups of minor synthetic fibers listed in the new textile labeling law. Some are already in limited use for apparel and household textiles. Others are now used only for industrial purposes.

Olefins, a group still in the experimental stage, show promise. Olefins are strong. They will stretch, and they withstand lots of rubbing. Currently they are being used only for industrial purposes, because manufacturers can't spin a fine enough filament for apparel use.

Three other minor groups--glass, saran and metallic--are also in limited use. Saran, like the olefins, can't be spun into a fine enough filament for apparel. It is excellent for outdoor furniture, because it is weather resistant. Auto seat covers made from saran are on the market, too.

Glass, another group, is also not harmed by sun and moisture. It makes excellent curtain fabrics where sun and moisture cause damage. But glass fibers cannot withstand rubbing, so glass curtains must hang free from window sills and cranks. Fiberglas is the trade name for the only glass fiber on the market.

A third group in limited use is metallic fibers. These are popular for adding color and texture variations. Usually metallics are present in such small quantity that they cause no problems--except scratching.

Azlon is the generic, or group, name for synthetic protein fibers. (Silk and wool are natural protein fibers.) Vicara is the trade name for the azlon recently produced in the United States. Production stopped last year, but some Vicara may still be on the market.

The last two groups of minor synthetic fibers, vinals and vinyons, are now used only for industrial purposes. But it's possible that in a few years you may need to associate each of these with three or four trade names--and learn more group characteristics.

* * * * *

To Whom It May Concern

The editorial board has reversed the usual order of articles in this issue, as you may have already observed. Why? Because we sincerely believe that this condensed, crystal-clear article on the new Textile Fiber Products Identification Act offers one of the greatest opportunities to high school teachers of home economics that we have had for years.

We proudly assert that, "Of course, we teach consumer buying in home economics! It is a natural for us! What field of subject matter could possibly do it as well?" In promoting the understanding and intelligent use of this Act we have a chance to prove these brave statements.

How? Well, we have been trying to learn this and can share our experiences with you. First of all, we tried to organize our information into a chart that gave both generic and trade names, characteristics of fibers, characteristics of fabrics including recommended proportions of fibers in blends, and suggestions for use and care. We supplemented the preceding article with one on pages 76-78 in the February 1960 issue of What's New in Home Economics, "Textile Fiber Products Identification," by Martha Jungerman, and any recent references on textiles that we could locate in commercial booklets, etc.

Next, we settled down to do some plain and fancy memorizing! Hard work! You'll think you're back in college!

Third, we ran down samples of materials on the local market to represent every point on the chart that was possible. We even turned up a few "advance" labels!

Now, and not before, you are ready to patiently guide all your students through this same painful process. But if you offer imaginative ways of class reviewing and self-drilling, even the slowest will learn to twist their tongues around those mysterious big words! Applying their hard-won knowledge to "good buys" for the garments they plan to construct should certainly save them time and money. Even better, arrange for them to "strut their stuff" through public exhibits, programs at school or elsewhere, informational "shorts" for movie screens, "spot" or 15-minute programs on local radio or TV stations. Not only will you have proved you teach to the level of mastery consumer information that citizens do not know, but you will also have made a very real contribution to the buying habits of your community.

* * * * *

To get down to cases, let's look at what two homemaking teachers did to introduce and teach this new textile labeling law. Last fall when they read that this law would go into effect March 3, 1960, they decided that they needed to begin planning at once. They had collected plenty of evidence in their classes that the Wool Labeling Act had made little or no change in the buying practices of consumers in their community, but it had sort of "crept up" on even clothing teachers! They vowed that this much more comprehensive law was going to be introduced with all the resources at their command. Here are their major innovations.

Room had to be found in the curriculum for thorough teaching of the Act. In Homemaking I they reduced the time spent on good grooming in order to expand the study of buying textiles to be used in construction. In Homemaking II they substituted an organized unit on the Act for the short unit on family health which was now taught in the school's health program. In Homemaking III the unit on Baking was dropped in order to give more time to study of household textiles in the Home Furnishings unit.

Interest had to be aroused and maintained over a period of several weeks. The basic motivation employed was every student's desire to be recognized and approved. Some typical opportunities for such prestige were:

"Teasers" in the form of multiple choice questions on textiles published in the local newspaper and lettered on posters that were placed against appropriate examples in store windows. All these ended with "For the right answer, see Mary Jo Smith" or whatever the name of the writer of the question might be. As March 3rd approached, these were changed to "For the right answer, ask Joan Lindstrom at the Textile Show."

All classes, as formerly for the style show of completed garments, participated in preparing and presenting the exhibits, the talks, and the coffee and cookies served. But there was this striking difference--the students were showing and telling much that was new to the adult visitors--and did they enjoy the sensation! All local stores handling home furnishings and clothing had requested invitations for their sales personnel. The crowning glory for all three classes came when the boys in the high school asked for an assembly program on buying men's wear. Although all the additional work entailed had to be done outside of school, there were no "reluctant maidens"!

TEACHING FOODS AND NUTRITION

Evelyn Rouner, Central Michigan University, Mount Pleasant
Helen Lohr, Central Michigan University, Mount Pleasant

"Six thousand new products were available last year to supermarkets." "Our population is increasing so that in the next ten years there will be 150 new buyers for every 100 now buying." "The largest percentages of the family budget goes for food." These statements reported by a Michigan State University Family Living Seminar evidence changes which vitally affect today's families. One of the most challenging and necessary tasks for the home economics teacher is the recognition of these changes, sorting out those which are relevant to students in the classroom. The list of sociological, economic, and resulting psychological changes is long and many faceted; the following changes are but a few of those which might be mentioned.

* More mothers are working outside the home.

Of the 22 million women workers in March 1958, almost 12 million were married and living with their husbands. More than 7 1/2 million women workers have children 17 years of age or younger; 3 million of these have children under 6 years of age.

* Both parents have many roles within the home and outside the home which are not clearly spelled out by our culture.

Today men and women are expected to play a variety of roles. In general, the trend is for husbands, wives, and children to expect more and more of each other.

* Educational expectancies are rising toward higher and higher levels and more people are going to school longer.

Talcott Parsons asserts, "Probably the best single index of the line between 'upper middle class' and the rest of the middle class is the expectation that children will have a college education as a matter that is a status right, not because of the exceptional ability of the individual."

* The working week has become shorter.

The 60-hour week is dimly remembered with the 40-hour week having become a reality--and now--labor is pushing toward a 35-hour week.

* More prepared and partially prepared foods are available.

Last year General Foods Corporation alone put its 250 products into 4.5 billion packages that the housewife took home for 1.1 billion dollars, according to a report in the December 1959 issue of Time Magazine.

* Incomes have increased.

The mean income of families rose from \$4,650 in 1955 to \$5,140 in 1956. Per capita income is expected to rise at approximately 2% per year until 1968. The median family income in 1957 was 60% above the median family income of 1947. During the same decade, the index of consumer prices rose 20%.

* Automation is continuing to increase.

More and more gadgets and equipment are now available to supplant long hours formerly spent in taking care of homemaking tasks. More leisure time is now available, but many people have pointed out "Americans work at play."

* Research is opening more windows in food and nutrition.

According to the Manufacturing Chemists' Association more than four million dollars contributed by food processing industries have been spent since 1942 to find out more about the relationship between food intake and health in order to advance nutrition education. The role between nutrition and the health of the fetus is becoming clarified, and Dr. Icie Macy Hoobler stated the most important time for good nutrition in the life of the pregnant woman is from the second to the eighth week of pregnancy when the organs of the embryo are being formed. If poor nutrition is present at this time of pregnancy, the health of the infant is apt to be affected.

* Population age patterns are shifting.

In 1860 less than 3% of the total population in the United States was over 65 years of age; by 1950 this percentage had increased to 8.2%. The Bureau of Census estimates by 1970 this percentage of older people will increase to from 9.2% to 9.6%.

The next step

However, mere recognition of change is not sufficient. Our next step as teachers of foods and nutrition is to ask, what does this mean in respect to curriculum? Remember the blind men and the elephant? To look at changes without looking at the curriculum is to put ourselves in the position of the blind man who tried to describe the elephant by feeling only the head. What are some of the questions that might be raised in light of these changes as they relate to the curriculum?

- * Are we recognizing the effect of the working mother on meal-planning, management, family members' participation in meeting food problems?

- * Are we recognizing fathers in roles formerly thought to be feminine by encouraging coeducational courses wherein both sexes are prepared to assume and understand their roles?
- * Are we teaching more and more about family economics to help consumers spend their money wisely, since we have more products from which to choose and more money to spend?
- * Are we reading current research and including the additive story in our subject matter consideration?
- * Are we planning "jiffy" meals which are nutritionally adequate?
- * Are we accepting the "snack habit," the "picnics," and the backyard barbecues as trends?
- * Are we accepting the fact of prepared foods or tenaciously holding on, for example, to the breadmaking of past decades?
- * With all the new equipment are we including this as a part of our curriculum?
- * Are we teaching "serving standards" with the thought of management and today's home practices in mind?
- * Are we teaching streamlined food preparation, using our modern storage facilities and improved storage practices?
- * Are we planning our curriculum with a balance between relationships and management as they are related to family goals, as well as teaching the skills?

The creative urge

These socio-economic changes are not without their psychological concomitants. General Foods Company discovered, for example, that they could not take all the work out of their convenience foods because women might feel they were shirking their jobs as wives and mothers. Therefore, the eggs have purposely been omitted so the wife can put something into the cake mixes; the frozen main course dinner has omitted the vegetable for the same reason.

This "creative urge" found in women has also been recognized in keeping the processed foods bland in flavor. Spices and garlic are now big factors in the kitchen revolution, making the individual touch possible in the processed foods which have become staples on our kitchen shelves.

Charles Greenough Mortimer, chairman and chief executive of General Foods Company gave us a tip for curriculum planning when he said, "The money in research is made by quitting The trick is to know as soon

possible that you've got a dud." Perhaps, as teachers, we need to cultivate this kind of research "eye" and keep it alert with a healthy spirit of dissatisfaction.

The creative urge might be satisfied intellectually in the classroom by the teacher guiding the student to discover principles, thus gaining more satisfaction from their learning experiences. And what are the spices, flavorings and combinations that could give that added individual touch to student products?

Constants and changes

As changes come, one needs to weigh carefully lest those findings which are still constants in curriculum planning, be thrown out. Science, critical thinking, mathematics, sputniks, academic, etc., are terms which have been sent whirling around like flying saucers. There is nothing wrong with these terms becoming a part of our thinking in light of current events, but before we merely parrot the old traditional methods followed by other disciplines, we need to stop and reconsider. Both science and mathematics are spending a tremendous amount of money, time, and energy asking the same kinds of questions we are asking in home economics. The University of Illinois has pioneered for the past several years in a new "HOW" of mathematics. But what are some of the constants we need to remember?

- * We know one's experience influences what is learned.
- * We know some facts about how people learn.
- * We know when people can discover a principle for themselves, it is remembered longer and they are more able to make new applications that use the principle.
- * We know the community has a responsibility and a right to be interested in their school's programs.
- * We know the curriculum has long been criticized for "lagging" behind the social times.
- * We are still trying to identify just what is involved in problem solving, critical thinking, intelligence, creative thinking, purpose of education, etc.

Sometimes we may feel pressed from every hand, and it is then we may sorely be tempted to follow subject matter areas which are riding the crest of the wave of popular approval in our society, without analyzing how they are trying to improve their methods and curriculum and why. The following story presents in a humorous way what we do when we forget the constants of curriculum and follow the fads of the day without insight.

Once upon a time

Once upon a time, the animals decided they must do something heroic to meet the problems of a "new world" so they organized a school. They adopted an activity curriculum consisting of running, climbing, swimming, and flying and to make it easier to administer, all the animals took all the subjects.

The duck was an excellent swimmer, better in fact than his instructor, and made passing grades in flying; but he was poor in running. Since he was slow in running, he had to stay after school and also drop swimming to practice running. This was kept up until his web feet were badly worn and he was only average in swimming.

The rabbit started at the top of his class in running, but had a nervous breakdown because of so much make-up work in swimming.

The squirrel was excellent in climbing until he developed frustration in the flying class where his teacher made him start from the ground up instead of from the tree down. He also developed charlie-horses from over-exertion and then got a C in climbing and a D in running.

At the end of the year, an abnormal eel who could swim exceedingly well, and also run, climb and fly a little, had the biggest average and was valedictorian.

The prairie dogs stayed out of school and fought the tax levy because the administration would not add digging and burrowing to the curriculum. They apprenticed their children to a badger and later joined the groundhogs and gophers to start a successful private school. (Better Teaching, May, 1947.)

Six honest men

As we struggle, trying to know the direction to move, we might echo Rudyard Kipling, "I have six honest serving men. They have taught me all I know. They are "Why," "What," "When," "Where," "Who," and "How."

Why teach this subject matter?

What shall we omit and what shall we include?

When are the students ready for this?

Where shall this knowledge, skill, appreciation be taught?

Who can do this most effectively?

How shall this be presented?

Later we might ask ourselves as we do a "postmortem" on important lessons:

Why was this lesson a success or a failure?

What will be retained or omitted next time?

When did this class use problem-solving?

Where was thinking evidenced?

Who was it best planned for--average learners?
Gifted? Slow?

How can all needs be met?

We might go on and on with these six honest serving men. They can serve us well, for as Dewey told us: "If we but knew the right questions to ask, the answers would not be so difficult."

Be a pioneer

Thomas Huxley gives us another key. "Sit before a fact as a little child. Be prepared to give up every preconceived notion. Follow humbly wherever and to whatever abysses nature leads you, or you learn nothing." This is very difficult to do. To try a new idea or an old idea in a new framework places one in a position for criticism. However, unless we are brave enough to venture out into "whatever or wherever," we shall continue to lag farther and farther behind our social scene.

Prepared Packages for Getting Started

Trying then to keep up with the times, remembering the constants as well as the changes, we are suggesting some general over-all resource materials that we trust high school teachers will find helpful. Your time as a teacher is limited and very valuable, so we have planned some prepared packages of helps which are suggestive only. They are not complete because we think you will want to add the spice and the individual touch for your own situation. The creative urge is as essential for the teacher as it is for the student.

Basis beliefs

Some of the beliefs well sprinkled throughout these packages are:

- * The basic four is a usable, nutritional concept--a map by which food planning, buying and preparation can be guided.
- * Beginning with the total or whole of the basic four in meal planning and then breaking it down into its respective parts with applications along the way will help the student gain a sense of relationships of the parts to the whole as well as the importance of all parts to the whole.

- * The management of time, energy and money play an important role in the teaching of foods and nutrition.
- * The family stages and their influence on the basic four tie family life situations to knowledge and understanding in nutrition and foods.
- * The additive story is an important concept to understand in relation to foods and nutrition.
- * The discovery method is one of many which might be used to help students think through situations.
- * Principles when discovered by students are remembered longer.
- * When principles are learned, rather than an accumulation of mere facts, there is apt to be more transfer of training in situations outside the classroom.
- * The demonstration method may save time and energy and money, and also permit more learning in a shorter length of time.
- * Teaching aids can give the student an opportunity to think.
- * A continuing practice of relating facts in different situations will help reinforce learning.
- * Evaluation is an integral continuous part of teaching.
- * We need to have a "looking ahead" attitude--constantly alert to the new.

Watch for these thirteen beliefs in the following packages which we hope will be helpful to the busy teacher and aid her to realize her own creative potentials.

Package one

For a long time many high school home economics teachers have thought the meal approach to the study of foods was best; that is, all three meals taught at all levels within a family setting. What nutritional standard or basis shall be used as a map, as our itinerary is planned through foods and nutrition? In this day of emphasis on work simplification, the basic four is a natural development. It is a condensation of the old basic seven group-classification. What other simplification ideas can you introduce as you teach?

Since the snack habit has become a teen-age institution of our time, this might be a starting place for the teaching of nutrition. Why not have a check list similar to the one which follows and have your students check how much good nutrition they acquire from their snacks for one day

GROUP III (continued)

Peanuts							
Peas, dried							
Pork							
Poultry							
Seafoods							
Soybeans							
Veal							
Others							

GROUP IV - BREAD AND CEREAL
(4 or more)

Biscuits							
Bread							
Cereals, cold							
Cooked Cereals							
Cornbread							
Flour							
Macroni							
Muffins							
Noodles							
Rolls, plain							
Spaghetti							
Others							

Not Included In The Basic Four

Cake							
Candy							
Catsup							
Cookies							
Mustard							
Pickles							
Pie							
Popcorn							
Potato chips							
Salad dressing							
Soda pop							
Sweet rolls							

Discovery package two

Discovering the family food habits by using a family case study might be another approach. This case is adapted from the bulletin, Nutrition For Every Day, distributed by the National Dairy Council.

Case: Mr. and Mrs. James, Peggy 15, and Johnnie 11, ate these meals last Monday.

Breakfast

Doughnuts
Cereal with milk
Coffee - Cream - Sugar

Lunch

Jelly Sandwiches
Peanut-Butter Sandwiches
Coffee - Cream - Sugar

Supper

Pot Roast - Potatoes
Carrots - Onions
Canned Pear Salad
Cupcakes
Milk Tea

Directions: Using the basic four food groups check list as a standard, answer the following questions concerning the James Family

1. How do these meals rate for the family as a whole group?
2. Why do you think these inadequacies exist for this family?
3. How could these meals be improved to meet the basic four standard?

The teacher might cue in the answers given to question (2) and build on into the unit; e.g., Mrs. James might have a budget problem. If this is true, the class might become interested in the amount of money the American family spends on food at different income levels. The teacher by using the Family Economic Review which is available in libraries can know what families at different income levels are spending. The most recent figures (October, 1958) given by this publication for a family of four state the liberal level is currently \$36.50 per week; the moderate level, \$32.30 per week; and the low level, \$23.80 per week. One teacher recently had a class in management who chose to find the midway figures, too, of these three levels just to see what kind of menus could be planned at five different income levels.

This case study could continue to be used throughout the foods and nutrition unit. Often teachers spend far too much time trying to think out new cases when one she already has contains a wealth of usefulness. Students enjoy identifying with the familiar; usually it is the teacher who unconsciously craves variety.

Three pre-test packages for getting started

Pre-tests can motivate students by making them aware of all kinds of things which never occurred to them before. And often, like the records on foods eaten by students they hold some surprises for the teacher.

A Penny for Your Thoughts

Objective: To learn students' attitudes and feelings towards nutrition, meal planning and foods.

Type of Test: Free Response

Directions: Complete the following sentences with whatever thoughts first come into your head.

1. I like food that
2. Breakfast is
3. In my family, meals are
4. I hate
5. Snacks are

Attitude Inventory

Objective: To appraise the students' attitudes toward planning nutritious meals.

Directions: In the blank at the left of each statement, mark with an X if you agree. If you disagree, mark with an O.

- _____ 1. It is best to plan meals that a family will like.
- _____ 2. It is important for a mother to know the nutritional needs of her family.
- _____ 3. Fish is a brain food.
- _____ 4. We should eat what we need first and what we want last.
- _____ 5. Books and magazines are good sources of nutritional information.
- _____ 6. Oysters and ice-cream are a poisonous combination.
- _____ 7. Meat and starchy foods should not be eaten at the same meal.
- _____ 8. We should eat many different kinds of foods.
- _____ 9. Milk is fattening.
- _____ 10. What one eats doesn't really matter as long as one gets enough to eat.

Since the American Dietetic Association reports that "food fads are still a part of the American way of life," this instrument could lead to a searching for the nutritional facts. The publication, Food Facts Talk Back, by the A.D.A., 620 N. Michigan Avenue, Chicago, \$.50., and the 1959 Yearbook of Agriculture, U.S.D.A., Washington, D.C. are excellent resource materials. Did you know that you can secure a copy of this latter book free by merely writing to your own representative in Congress? You will find this large book an invaluable source of recent subject matter in foods and nutrition. Maybe we as teachers have "looked up" too many things for our students; why not guide them into finding more answers for themselves and providing the experience of real satisfaction in solving their own problems?

An excellent film, The Medicine Man, is available from the American Medical Association, 535 N. Dearborn Street, Chicago 10. It is a black and white, 27-minute sound film which exposes deceit and dangers of nutrition quacks and food fads. The film itself might be used as a motivating device.

After the nutritional facts are acquired, the importance of planning for good nutrition in our meals could follow with subsequent emphasis on good buying practices, correct storage, and preparation to retain maximum nutritive values.

Pre-test Problem

Problem: The Inghram family has eaten the foods given on the following page for one day.

Breakfast Menu A	Lunch Menu B	Dinner Menu C
Prunes French Toast Cocoa with Marshmallows	Creamed Chipped Beef On Potatoes Banana Salad Tea	Fried Pork Chops Fried Potatoes Buttered Asparagus Bread Butter Rice Pudding Coffee

Directions: Using the above menus, consider the following food substitutions. If you think the substitution would make the meal more nutritious, mark an X in the blank provided. In the space provided below each substitution, write the reason for your decision.

- ____ 1. All bran for the French toast in menu A.
Reason: _____
- ____ 2. Bacon for beef in the lunch menu.
Reason: _____
- ____ 3. Hot rolls for bread in menu C.
Reason: _____
- ____ 4. Milk in place of tea in the lunch menu.
Reason: _____
- ____ 5. Orange juice for prunes in the breakfast menu.
Reason: _____
- ____ 6. Baked apple for rice pudding in the dinner menu.
Reason: _____

Directions: Using the above menus and the rules of menu planning you know, check the suggestions for change given below. If you think the suggestions for menu change conform more nearly to the rules of menu planning, mark an X to the left of the number. After you have made this first decision, write the rule of menu planning this change met in the line provided just below the suggestion.

- ____ 1. Buttered toast and bacon for French toast in menu A.
Rule: _____
- ____ 2. Baked potato in place of fried potato in menu C.
Rule: _____
- ____ 3. Mixed fruit salad in place of banana salad in menu B.
Rule: _____

This kind of pre-test might be used also as a final examination to check student growth and teaching effectiveness. As a pre-test it could help to prevent "curriculum obesity." There is no point taking time to teach principles of menu planning, if everyone already knows what they are and can apply them correctly.

Fourth group-decision package

One statement often made by teachers of foods and nutrition is, "Students pass the foods and nutrition examinations, but their eating habits do not change." And so a very current problem is how can we teach effectively enough to gain changes in behavior?

Perhaps a brief reflection on the Kurt Lewin research on changing food choices would provide some clues. Two studies are of particular interest, "Group Decision and Request as a Means of Changing Food Habits" and "The Relative Effectiveness of a Lecture Method and a Method of Group Decision For Changing Food Habits." One major conclusion can be drawn from these careful studies--that group decision is far more effective in changing food habits of students and of mothers.

Might the teacher become a group-discussion leader who would introduce the importance of good diet for the teen-ager and the difficulties the government, authorities, and teen-agers themselves have met in trying to change their food habits? After a brief background presentation by the instructor, the group might check whether the authorities are correct in assuming the adolescent diets need improvement. Facts on their own eating habits might be gathered by one committee under the guidance of the teacher. A survey of adolescent snack habits might be studied by another committee. Authorities' statements on the nutritional needs of adolescents might be located by another group. Perhaps a few students will want to do a rat experiment to test some of the statements they have read.

All these investigations could lead to some necessary lessons in the preparation of foods. Using the common hamburger-coke lunch of many adolescents, other foods could be suggested which would make this lunch nutritionally adequate. Others in the class might plan and prepare more nutritious snacks. Some visual aids might be made and displayed in the school lunchroom.

Fifth work-simplification package

In meal planning today there is a "beat the clock" spirit. But, in spite of the unwillingness to spend much time on food preparation, today's women are still finding themselves poor kitchen managers whether in the role of preparing or serving food. Somehow, a homemaker is supposed to know by instinct how to save steps and time.

Ruth M. Beard's article in the March 1955 issue of Practical Home Economics listed six principles of work simplification which she stated were borrowed from industry. These principles can be studied and applications made in all areas of home economics. If these principles were employed, jobs around the home might become more challenging and certainly much less fatiguing.

* Leave out any part of the task you can:

Who says baking powder biscuits must be round?
Why not use prepared foods and mixes?

* Make one task of two or more:

With lovely bakeware, cook and serve in the same dish.
For a working wife, serve one-dish meals.
Prepare and store quantities of homemade mixes for later use.
Shop for a week's menu at a time.

* Keep everything within easy reach:

Check your food storage places; are they easy to use?
Use a wheel cart for transporting equipment, food, etc.

* Use the best tool:

Use a tray habitually.
Use tongs to serve spinach, turn meat, pick up baked potatoes.
Cut more than one stalk of celery at a time on a cutting board.

* Make both hands work:

When picking garden vegetables or fruit.
When setting the table.

* Use the best posture:

Arrange correct working heights.
Keep head, chest and abdomen in a straight line.
Bend knees rather than back.

This completes the five packages of ideas for getting started in the teaching of foods and nutrition. Using the basic-four food group as a continuing guide to chart our teaching in these two, all-important areas, each food group will be packaged with the following outline guiding the development:

- * Principles
- * Method
- * Evaluation
- * Teaching Aids
- * Looking Ahead

The Meat and Egg Group Package

A new book, entitled Introduction to Foods and Nutrition, by Stevenson and Miller, suggests that meat is the focal point of a meal. This reference states, "Generally it is the first item to be chosen when planning a

menu or when ordering a meal in a restaurant. It is logical, therefore, in a study of foods, that initial attention be directed toward the 'first item on the menu'."

Inasmuch as all food and nutrition teaching is being "geared" to emphasis on "meal centeredness" in meeting the food needs of individuals and families, it may be well for us at all levels of instruction to consider the meat or meat substitute food as the "beginning point" in the teaching of foods and nutrition.

Meat expenditures comprise approximately 20-30 per cent of the food dollar. The problems met in selecting the kind, cut, and amount of meat necessary to satisfy appetites and still keep within the food budget point up a real need in teaching. Instruction in meat buying will need to include such phases as: cuts, inspection, grading, ripening, preserving, and time factors in preparation.

The teaching of foods and nutrition will be more effective if the basic principles underlying buying, preparation, nutritive value, and service are treated as an integrated whole. Better that less "material" be covered in order to study the areas as a unit.

A few illustrations will be given of facts and principles involved in the teaching-learning processes related to various phases of food study. Suggestions will also be made for methods, evaluation devices, and teaching aids.

Facts and principles

In a rapidly changing world it is necessary to direct teaching to the development of cooperatively arrived at facts and principles which are applicable and have transfer value in attacking numerous related problems.

* Buying meat

Meat marked with the U.S. seal of inspection is safe to use.

A cut which comes from the shoulder of the animal is cheaper than a loin cut.

The nutritive value of meat muscle of the less expensive cut is the same as of the more expensive portion.

* Preparation of meat

Tender cuts of beef cooked at low temperatures for a short period of time retain natural juiciness and tenderness.

Cooking less tender cuts of meat with moist heat softens the connective tissue producing a more tender and moist product.

* Nutritive value of meat

Meat is an excellent source of complete protein.

Meat is a rich source of iron.

Methods in teaching

In the study of meats an effective and efficient method is demonstration. Reasons for teacher demonstration in this area are:

Students can see cuts and follow through on the problems involved in buying, preparation, and serving of meats.

Cuts **can** be identified on large meat charts and principles of buying and preparation emphasized.

Economy of school funds is possible, yet meats can be prepared in "family sized" amounts.

Standards for correct carving and serving are shown.

A student will see and taste meats which are well prepared.

Since the majority of education is received through the eye, charts can well be used to show:

Parts of the animal which comprise the "demanded" and "less in demand" cuts.

Seal of inspection of U. S. Department of Agriculture.

Grade labeling of meat.

Amounts of protein, vitamins and minerals for meats being studied.

Comparisons of protein content of a variety of foods per serving such as: meat, cheese, eggs, whole-grain cereals, peas, and beans.

In one end of the classroom a screen and projector can be set up for students and teacher to use filmstrips and slides during the meat study. Small hand of desk viewers for individual reference are helpful tools.

A field trip to market to study and compare the various meat cuts and their costs, emphasizing costs per serving of the tender and less tender cuts, also will be an aid to study.

Looking ahead

To assist in looking ahead in order to do effective cooperative planning for the study of meats, a student survey may prove helpful. This material could be summarized by a student committee and the results kept by the teacher for a "Trend Chart." A sample form for such a survey is suggested on the following page.

Attitudes and Home Practices in Meat Cookery

Directions: Put an X before each answer. Be frank and honest. You are not to sign your name.

1. Which of these meats do you have for meals at home?

- ☐ 1. Beef
- ☐ 2. Pork
- ☐ 3. Veal
- ☐ 4. Lamb

2. How is most meat prepared in your home?

- ☐ 5. Broiled
- ☐ 6. Cooked in casserole
- ☐ 7. Fried
- ☐ 8. Roasted

3. If you had your choice, which of these meats would you select to eat?

- ☐ 9. Roast beef
- ☐ 10. Roast pork
- ☐ 11. Pork chops
- ☐ 12. Lamb chops
- ☐ 13. Pork cutlets
- ☐ 14. Lamb cutlets
- ☐ 15. Fried ham
- ☐ 16. Swiss steak
- ☐ 17. Hamburgers
- ☐ 18. Spanish rice
- ☐ 19. Fried liver
- ☐ 20. Tongue salad sandwiches
- ☐ 21. Casserole with meat in it
- ☐ 22. Frankfurters

4. If you had your choice, which of these would you rather prepare?

- ☐ 23. Roast beef
- ☐ 24. Pork chops
- ☐ 25. Lamb cutlets
- ☐ 26. Fried ham
- ☐ 27. Swiss steak
- ☐ 28. Hamburgers
- ☐ 29. Casserole with meat
- ☐ 30. Meat sandwich
- ☐ 31. Frankfurter

5. How would you prefer to buy meat?

- ☐ 32. From a butcher
- ☐ 33. Packaged as in a supermarket
- ☐ 34. Frozen
- ☐ 35. Canned
- ☐ 36. Rather not buy it yourself

6. What ways of preparing meat would you like to study in class?

- ☐ 37. Roasting
- ☐ 38. Broiling
- ☐ 39. Frying
- ☐ 40. Cooking in liquid or with liquid
- ☐ 41. Making soup
- ☐ 42. Making meat casseroles
- ☐ 43. Making meat sandwiches

Evaluation

A variety of evaluation devices can be used to assist students in assessing progress. Some sample items are suggested.

Directions: Put X in the blank before each correct answer and 0 before each incorrect answer.

1. Mary is planning to prepare supper for her family. She is trying to prepare as economical a meal as possible. What meats would be economical?

- ☐ 1. Baked ham
- ☐ 2. Cubed steak
- ☐ 3. Flank steak
- ☐ 4. Ham-cheese souffle
- ☐ 5. Porterhouse steak

2. Susan is buying round steak for her mother. Some things which the steak she selects should have are:

- ☐ 1. Government inspection stamp
- ☐ 2. Marbling of fat
- ☐ 3. Moist appearance
- ☐ 4. Very dark red color
- ☐ 5. No fat
- ☐ 6. Yellow colored fat

3. Dorothy is going to broil steak for supper. What steak or steaks could she use?

- ☐ 1. Club steak
- ☐ 2. Cubed steak
- ☐ 3. Flank steak
- ☐ 4. Porterhouse steak
- ☐ 5. Round steak
- ☐ 6. Sirloin steak

Young Mrs. Brown is having her husband's employer and his wife over for dinner. The Browns do not have a high income, so Mrs. Brown has to economize on food as much as she can. Right now her problem is to select a meat for this special dinner.

Put an X before the meat which you think she should have.

- ☐ Pot roast from a chuck cut
☐ Rolled rib roast

Put an X before the reasons for your answer.

- ☐ Budget should be followed strictly
☐ Cheaper meat
☐ Could use the left-overs in other meals
☐ Easier to prepare
☐ Food budgets should allow for emergencies
☐ More tender cut of meat
☐ No waste from bone
☐ Would impress Mr. and Mrs. Employer

Directions: Put X in the blank before each correct answer and 0 before each incorrect statement.

Mary is preparing round steak for a meal. What procedure should she use?

- ☐ 1. Cook it in liquid
☐ 2. Cook it quickly at a high temperature
☐ 3. Cook slowly at a low temperature
☐ 4. Pound flour into the meat
☐ 5. Roast it in the oven

Directions: In the blank in front of each meat, write the letter of the correct method of preparing that meat.

- | | |
|---|------------------------------|
| <input type="checkbox"/> 1. Chuck roast | A. Dry heat method |
| <input type="checkbox"/> 2. Flank roast | B. Moist heat method |
| <input type="checkbox"/> 3. Rib roast | C. Either dry or moist heat, |
| <input type="checkbox"/> 4. Round steak | depending on the particular |
| <input type="checkbox"/> 5. Soup bone | piece of meat. |

The following device may be used as a pre-test, during the unit, and as an end-test. The terms are suitable for meat cookery.

Directions: Write the correct letter of the "term" in the blank at the left of the "meaning."

<u>Meanings</u>	<u>Terms</u>
<input type="checkbox"/> 1. Cook with moist heat, lid on pan.	A. Baste
<input type="checkbox"/> 2. Cook with direct heat, no added fat or water.	B. Boil
	C. Broil

- | | |
|--|--------------|
| _____ 3. Cook with liquid below boiling point, no bubbles on surface | D. Braise |
| _____ 4. Cook with bubbles breaking on surface | E. Fry |
| _____ 5. Cook in fat | F. Mix |
| _____ 6. Cook meat in oven with dry heat. | G. Pan-broil |
| _____ 7. Simmer slowly in a small amount of liquid for a long time. | H. Roast |
| | I. Simmer |
| | J. Stew |

Teaching aids

A few well chosen aids will make the teaching of meat easier for students and teacher. Some suggestions are:

<u>Armour Fresh Meat Study Guide</u>	Free
Armour & Company	
Chicago 9, Illinois	
<u>Ten Lessons on Meat</u>	Free
<u>Meat Manual</u>	Free
<u>Meat Carving Made Easy</u>	Free
<u>Composition Charts--new edition</u>	Free
Set of 2" x 2" full-color slides (101 meat cuts)	\$10. per set
Filmstrip--How to Cook Meat by Dry Heat	Free
Filmstrip--How to Cook Meat by Moist Heat	Free
Department of Home Economics	
National Live Stock and Meat Board	
407 So. Dearborn St.	
Chicago 5, Illinois	
<u>Martha Logan's Meat Handi-book</u>	Free
Swift & Co.	
Chicago, Illinois	
<u>U. S. Grades of Beef</u>	5¢ per copy
<u>Beef--Facts for Consumer Education</u>	15¢ per copy
Superintendent of Documents	
U. S. Government Printing Office	
Washington 25, D. C.	

Food Additives

Current controversies over chemicals used in foods have made us more conscious of the problem of food adulteration. Two simple demonstration experiments that may be performed by students and teacher to determine the

additives in meat are suggested here. These are taken from a booklet published by the Public Health Service of the U. S. Department of Health, Education, and Welfare entitled, "From Research to Classroom Laboratory," Part 2.

Detection of Sulfites in Meat

Background

A test that is frequently used by food sanitarians on ground meat products gives a positive test if "sulfites" have been added. "Sulfites" is a general term used to describe several different closely related sulfur compounds, including SO_2 , (sulfur dioxide); H_2SO_3 (sulfurous acid); Na_2SO_3 or K_2SO_3 , (the sodium or potassium sulfite); and $\text{Na}_2\text{S}_2\text{O}_5$ or $\text{K}_2\text{S}_2\text{O}_5$, (the pyrosulfites or metabisulfites). It is permissible to use these substances as preservatives for dried fruit and as antibrowning agents in cut fruits and vegetables. There is no health hazard connected with their use at low levels of intake. Since they impart a bitter taste if present in too large a concentration, the consumer will reject foods containing excess amounts of these chemicals.

Unscrupulous meat dealers add sulfites to dull-colored meats to restore the redness so that the meat becomes "fresh" in appearance. This practice is not permitted by most health agencies since the sulfites mask the decomposition of the meat by inhibiting the growth of the spoilage organisms that usually produce the recognized signs of decomposition. It is for this reason that food inspectors and sanitarians are constantly on the lookout for the addition of sulfites to ground meat.

This experiment describes the field test which sanitarians and inspectors use to detect sulfites. This test is very sensitive and will detect as small an amount of sulfite as one grain in a pound of meat. Also, it is a fairly specific test. Materials such as nitrates, nitrites, sugars, and salts, which are permitted in some types of meat, do not give a positive test.

Materials

Malachite green dye - certified by the Biological Stain Commission; may be obtained from any reliable local chemical supply house.

Balance (accurate to .01 gram)	Beaker, 250 ml.
Graduate, 100 ml.	Waxed paper squares
Distilled water	Medicine dropper or pipette
Bottle with dropper assembly	Tooth picks or wooden spatula
Ground meat samples	Teaspoon measure

Sodium sulfite - reagent grade; may be obtained from any reliable local chemical supply house.

Procedure

- * To detect the presence of sulfites in ground meat requires the use of an aqueous solution of malachite green dye. This solution should be prepared in advance by the teacher. To prepare the solution, weigh out 0.02 grams of the malachite green dye, using a balance accurate to 0.01 of a gram. Measure out 100 ml. of distilled water in a graduate and combine this with the 0.02 grams of dye in a 250 ml. beaker. This dilution will make enough solution for approximately 200 determinations. The excess should be stored in a bottle with a dropper assembly. On storage the dye solution will deteriorate; it should be examined frequently for precipitate and discarded if the solution is not clear.
- * Malachite green dye solution may be used in a sensitive test, that can be carried out in a few seconds, for sulfites in meat. Place one-half teaspoon of the ground meat on a piece of waxed paper. To this add one dropperful (0.5 ml.) of the dye solution. Stir the meat and dye with a toothpick for several minutes. In the presence of sulfite, the green dye will become decolorized and the meat will remain very red and fresh looking. The time for decolorization will indicate the amount of sulfite present; as little as one grain of sulfite per pound of meat can be detected. If no sulfite is present, the ground meat containing the dye will remain a dark-green color.
- * Have pupils bring samples of ground meat to the classroom from home or varied sources. Using malachite green dye, have pupils test these samples for the addition of sodium sulfite.
- * Since positive reaction occasionally results from other materials than additives, every precaution should be taken to protect the identity of the dealer from the pupils in the class. Any samples showing positive test should be called to the attention of the local or state health officer.

Detection of Dyes in Meats

Background

When glandular organs and excess fat are combined with round steak in the preparation of ground meat, the resultant product does not have the desirable bright red appearance of freshly-ground, round steak. In order to increase the sales appeal of the ground meat, the unscrupulous meat dealer adds red dye during the grinding procedure. The dye he uses may be harmless, certified dye which is permitted under Federal food legislation for use in foods where contents are indicated on the label. For example, red dyes are added in the preparation of synthetic jellies, used as spreads or fillings in foods. However, it is against the law to use them in ground meat since such a dye masks the ingredients of the ground meat.

A field test used by food inspectors and sanitarians for the detection of the red dye in ground meat is described in this experiment. A positive test will be obtained in the presence of any dye which is soluble in an aqueous alcohol solution.

Materials

Ethyl alcohol (95%). Methyl (rubbing) alcohol purchased at the drug store may be substituted if the other alcohols are not available.

One-half teaspoon measure	Reagent bottle, 125 ml.
Ground meat samples	Glasswool
Beaker, 50 ml.	Funnel, 65 mm.
Stirring rod	Test tubes
Distilled water	Waxed paper squares
Graduates, 10 ml., 100 ml.	Pipette, 1 ml. or 2 ml.

Procedure

- * Prepare 80 percent alcohol, dilute 84 ml. of 95 per cent alcohol to 100 ml. by measuring out 84 ml. of alcohol with a 100 ml. graduate and adding distilled water to the 100 ml. mark; mix thoroughly and store in a reagent bottle.
- * Place one-half teaspoon of ground meat in a 50 ml. beaker.
- * Add 10 ml. of 80 per cent alcohol to the meat in the beaker and mix thoroughly with a stirring rod.
- * Filter the alcohol-meat mixture through a small quantity of glasswool in a 65 mm. funnel or a coarse filter paper such as Whatman #4.
- * Collect the filtrate in a test tube and visually observe for the presence of dye. Meat without dye added will have a slight yellow color. Since yellow dyes are never added to meat, a reddish tinge will indicate the presence of dye.

The Vegetable Package

Usually the second consideration in menu planning is the vegetables. These may be roots, leaves, stems, fruit, seeds, or flowers of the plant. Whatever the source, each vegetable will have unique characteristics which will contribute to the texture, nutrition, flavor, and color of the meal. In addition, each type presents particular preparation problems. We will consider the carrot, a root-type vegetable, and spinach, a common leaf type.

Facts and principles

* Buying:

Vegetables in season are usually the most economical buy.
The more perishable vegetables are the most expensive.

* Preparation:

Spinach is cooked in a covered pan with a small amount of water for a very short time to retain color, texture, and nutritive value.

Carrots will retain the maximum in color, flavor, nutrients and texture when cooked in a small amount of water in a covered pan.

Soluble vitamins and minerals are conserved when vegetables are cooked in a small amount of water for a short period of time.

* Nutrients:

Spinach and other green leafy vegetables are rich sources of minerals.

Carrots and deep yellow-colored vegetables are rich sources of Vitamin A.

Methods in teaching

To develop awareness of points to consider in buying vegetables, we might select one which is available in fresh, frozen, canned, and possibly dried, form. Class members may participate in a comparative study by:

Preparing each form of a given vegetable.

Comparing the cost of a comparable serving of the vegetable.

Evaluating by tasting each vegetable and recording on a score card ratings for texture, color, flavor, general appearance.

Making observation and conclusions:

Which tastes the best?

What is the cost per serving of each form?

What is the preparation time in each case?

An experimental approach can be used to show the effects of good and poor preparation procedures in vegetable cookery. Here is a suggested plan:

Objective: To show the effects of different cooking methods on the preparation of spinach.

Treat weighed amounts of spinach in the following ways:

Cook in covered pan with no water except that left on washed leaves. Cook over low heat only until leaves are wilted.

Cook with 1/2 cup of water in covered pan until leaves are wilted.

Cook spinach uncovered, using 2 cups of water.

Cook for 20 minutes in covered pan with no water added.

Observations and conclusions:

Compare the products for color, taste, texture.

Compare these results with those found in textbook references.

Formulate general principles for the cooking of the vegetable.

The cooking of carrots may be handled in a somewhat similar fashion. Suggestions for a possible procedure are:

Cook sliced carrots in 2 cups of water in tightly covered pan for 10 minutes.

Cook sliced carrots in 1/4 cup of water in a tightly covered pan for 10 minutes.

Same as the first method but cook for 20 minutes.

Food models or actual servings of food can be useful in helping the student gain knowledge of the nutritive value of vegetables. Principles of nutrition may be developed through work with food value charts. Suggestions for the use of such charts are:

Select vegetables which are rich sources of certain vitamins and minerals.

Compare the vitamin and mineral content of a serving of raw and cooked carrots.

Compare nutrients in yellow, green, and white vegetables. Note differences in the vitamin and mineral content of given portions.

Cooperatively arrive at some general principles.

Evaluation: Some suggestions for evaluation devices are given.

End-Performance Test in Cooking a Vegetable

Student's name _____

Grade _____

Time: From _____ o'clock to _____ o'clock

Directions to student:

Two girls will work in each unit kitchen. Each will cook spinach.

The purpose of this test is to find out how well you understand and can apply some of the principles of vegetable cookery. Both the way you work in cooking the vegetable and the cooked product will be judged.

For your use, most of the necessary equipment is available in each unit kitchen.

For your use, the additional articles needed are on the supply table:

- Individual portion of fresh spinach
- Paper label
- Serving plate and fork
- Two glass measuring cups

Do the following:

1. Wash spinach
2. Turn on range
3. Cook the spinach in the manner you think it should be done.
4. Record the following:
 - Amount of water used: _____ cup.
 - Length of time for cooking spinach: _____ minutes.
 - Time started cooking: _____ o'clock.
 - Time stopped cooking: _____ o'clock.
 - Covered pan for _____ minutes during (first or last) part of cooking.
 - Uncovered pan for _____ minutes during (first or last) part of cooking.
5. Place cooked spinach on serving plate.
6. Pour liquid remaining from cooked vegetable into glass measuring cup(s).
7. Write name on label.
8. Place plate, cup(s) and label on display table.

Teacher's Or Other Observer's Checklist On Preparation Of Spinach

Directions: Check each aspect you observe, using the following key.

<u> X </u>	good quality
<u> A </u>	acceptable
<u> 0 </u>	needs improvement

		NAMES			
APPEARANCE OF WORKER					
1. Meets standards agreed upon by class.					
COLLECTION OF ADDITIONAL ARTICLES					
2. Used tray for articles.					
3. Completed in one trip.					
PLAN OF WORK					
4. Organized work before starting.					
5. Kept work space clean and orderly.					

6. Carried out directions accurately.				
7. Worked with no unnecessary conversation.				
COOKERY PROCEDURES				
8. Washed spinach quickly in large amount of lukewarm water, lifting spinach up and down.				
9. Removed coarse stems and undesirable leaves.				
10. Cooked with addition of water.				
11. Cooked in covered saucepan.				
12. Regulated heat on surface unit.				
CLEAN-UP PROCEDURES				
13. Restored additional articles to supply table.				
14. Left unit kitchen clean and in order.				
Total number of "X"				
Total number of "A"				
Total number of "O"				

Score Card For Spinach

Directions: Score each characteristic of the spinach as follows

High quality. 3
 Average quality 2
 Poor quality 1

NAMES			
1	2	3	
COLOR: Drab olive green	Bright green		
TEXTURE: Slimy or raw	Tender		
FORM: Leaves reduced to pulp	Leaves retain natural form		
FLAVOR: Strong flavor or tasteless	Mild flavor		
NUTRITIVE VALUE: Large amount of juice in glass (more than 1/2 C.)	Small amount of juice in glass (less than 1/2 C.)		
Total			

20-Minute Essay Test On Carrot Cookery

Directions: The purpose of this test is to find out how well you have learned the principles of vegetable cookery.

- 1-6. Keeping in mind that certain methods of cooking vegetables preserve nutrients, flavor, and color or appearance, what 6 procedures should be used in cooking carrots?

State the reasons for each procedure you suggest.

Possible answers that would be acceptable:

Scrub carrots thoroughly before cooking.

Reason: for sanitation.

Cook carrots with skin on and peel just before serving.

Reason: More surface will be exposed by peeling; more exposed surface means greater loss of Vitamin A as it combines with oxygen in the presence of heat.

If carrots must be skinned before cooking, do it just before cooking.

Reason: Shorten period of exposure to air: hence lessen vitamin loss.

Bring water just to a boil before putting carrots into it.

Reason: Oxygen escapes from water during the boiling, and thus there is less to combine with Vitamin A.

Cook carrots in small amount of water.

Reason: To preserve the vitamins as less water means less oxygen for Vitamin A to combine with; hence vitamin preserved in carrots.

Cook in covered pan.

Reason: shortens cooking period and thus preserves more nutrient and preserves or maintains color.

Avoid overcooking.

Reason: Long cooking results in heavy vitamin loss and less attractive appearance.

Weighting: 5 points for each correct answer; 2 for the correct procedure; 3 for the correct reason.

Teaching aids

Vegetable Cookery Chart (In color) "Conserving Minerals and Vitamins"
General Mills
Minneapolis, Minnesota

<u>Vegetable Cookery</u> - Leaflet Standard Brands, Inc. 595 Madison Avenue New York City, New York	Free
<u>Food Models</u> : Second Edition National Dairy Council 111 North Canal Street Chicago 4, Illinois	\$3.00 per set
<u>Know Your Canned Foods</u> Consumer Service Division National Canners Association 1133 20th Street, N. W. Washington 6, D. C.	Free

The Milk Package

The meat and vegetables usually set the pattern for the menu. Other foods are then added to complement, provide variety, and supply additional nutrients.

A milk beverage or dessert added to a meal may represent another food group of the "basic four." Milk supplies many nutrients of excellent quality and is uniquely rich in calcium for the diet.

Custard will serve as a teaching illustration for the milk group.

Facts and principles

* Buying

Powdered and evaporated milk cost less than fresh milk.
Milk is an economical and nutritious food which supplies calcium, vitamin A, protein, and carbohydrates of excellent quality.

* Preparation

Foods containing high proportions of milk require low cooking temperatures to prevent curdling and scorching.
Thermostatically-controlled surface range units eliminate the need for the use of double boilers when cooking foods prepared with milk.

* Nutrition

Milk and milk products are excellent sources of high quality proteins.
Milk and milk products are the richest food source of calcium.

Methods of teaching

* Buying of milk and milk products can be used to demonstrate economy.

Compare costs of a quart of dry, skim, evaporated, and fluid milk.

Prepare cocoa using each of the types of milk mentioned and calculate the cost per serving. Compare for flavor and nutritive values.

Compare the cost of 1 pound of whole milk cheese (American) with the cost of the quantity of fresh whole milk required to produce the cheese. One pound cheese requires 10 pounds whole milk; one pound non-fat dry milk requires 11 pounds fluid skim milk.

- * Students may participate in experiments on the preparation of a soft custard.

Demonstrate the preparation of a soft custard, overcooking a portion of the custard to show the effect of overcooking upon the calcium and protein.

Prepare a soft custard, some students using double boilers and others using thermostatically-controlled surface units.

Compare products.

Serve as a drinking custard or store in refrigerator to be used as a sauce.

- * An experimental approach in teaching is being strongly recommended for increasing students' interest and understanding. The Science Teacher for February, 1960 suggests the following to demonstrate the "Effects of Calcium on the Coagulation of Milk."

Fill three test tubes with milk and place them in a water bath 37 degrees C. A double boiler can be used.

To tube No. 1, add a pinch of rennin (Junket).

To tube No. 2, add a pinch of rennin and a pinch of an anticoagulant, such as sodium citrate or sodium, potassium, lithium or ammonium oxalate, or fluoride.

To tube No. 3, add nothing; it serves as a control.

Within a few minutes, the milk in tube No. 1 solidifies into a jelly-like mass which remains in the tube when it is inverted. The contents of tubes No. 2 and No. 3 remain unchanged.

Add a few drops of 1 per cent calcium chloride solution to tube No. 2. In a few minutes it coagulates.

The coagulation of milk by rennin involves the conversion of the milk protein, caseinogen, to paracasein. When the paracasein combines with the calcium, an insoluble compound, calcium paracasein, forms. Upon standing, the coagulum contracts and a clear whey forms. By adding calcium chloride to milk containing the anticoagulant which has removed the calcium, coagulation is made possible.

- * Nutrition may be made more convincing if, instead of using ready-prepared charts, students occasionally make some of their own. To help them gain some knowledge of the high protein and calcium

content of milk and its products, a chart of the amounts of these nutrients found in typical foods is effective.

A serving of food	Protein in gms.	Calcium in gms.
lean beef - 4 oz.		
one egg		
one carrot		
one orange		
one glass milk		
1/2 c. cream of wheat		
one oz. American cheese		
one serving ice cream		

Evaluation

A problem situation set up in the form of a menu evaluation may help students to judge daily diets.

Breakfast

Stewed prunes
Buttered toast
Jam Milk

Luncheon

Hamburger sandwich
Potato chips
Coke

Dinner

Pot roast of beef with
carrots, potatoes,
onions
Gelatin fruit salad
Rolls Butter
Ice cream and cookies

I. What food nutrients are missing?

1. _____
2. _____
3. _____

II. What minor changes could be made to provide the necessary nutrients?

1. _____
2. _____
3. _____

Teaching Aids

Calcium Equivalent Chart

20¢ each

Protein Equivalent Chart

20¢ each

Commonly Used Cheeses

5¢ each

The National Dairy Council
111 North Canal Street
Chicago 6, Illinois

The Basic Four Folder, "Food for Fitness"
 Superintendent of Documents
 U. S. Government Printing Office
 Washington 25, D. C.

5¢ each

The Cereal Package

The term "cereal" refers not only to the product served at breakfast but to the wide variety of foods which are derived from cereal grains. Some form of breadstuff is included in most menus and makes a real contribution to the nutrition and interest of a meal.

Facts and principles

* Buying

Cereal products provide the cheapest source of energy, as well as some forms of protein, minerals, and vitamins. There are numerous inexpensive mixes available to the modern homemaker. Basic homemade mixes can be prepared for cakes and quick breads to save time in meal preparation.

* Preparation

Time required for preparing desserts or quick breads can be reduced if mixes are used. Accurate measurement of all ingredients is essential in the preparation of cakes and quick breads.

* Nutrition

Whole grain cereal products contribute more nutritive value than foods prepared with highly refined cereals.

Methods in teaching

* Buying

Prepare cakes using different kinds of cake mixes.
 Prepare similar cakes using standard recipes.
 Compare the two types of products for such things as:
 money, cost, time for preparation, quality of finished products, products after a 3-day storage period.
 Prepare the same kind of muffin using a:
 commercial mix
 homemade mix
 standard recipe.

* Preparation

Use student observers in family groups to note preparation time. Compare time, cost, and finished product. To dramatize the need for careful measurement in baked products, demonstrate the correct use of measuring tools--cups for dry and liquid materials, measuring spoons.

Students measure a cup of sifted and unsifted flour, then weigh the measured amounts. Record all the class results on the chalk board. Note variations.

Have each student prepare the recipe for the same kind of muffin. Submit one for general cooperative evaluation by class. Note variations and probable reasons for these.

* Nutrition

Make a study of the nutritive value of one serving of some typical cereal products. Record this material in chart form.

	Calories	Protein	Thiamine	Iron
Puffed wheat				
Cream of wheat				
Spaghetti				
Rice				
B.P. biscuits				
Whole wheat bread				
White bread				
Muffin				
White cake				

Evaluation

The Reasons Why

Directions: In the blank before each response, mark X if you think it is correct and mark 0 if you think it is incorrect in the light of the situation described.

A butter cake may fall during the baking period or after being removed from the oven because:

- ___ 1. The cake was not done.
- ___ 2. The cake was overmixed.
- ___ 3. Too much fat was used.
- ___ 4. The cake was baked too long.
- ___ 5. Too little batter was used.
- ___ 6. Too much baking powder was used.
- ___ 7. The batter contains too much liquid.
- ___ 8. There is too much flour in the batter.

Recipe Shorthand

Directions: Write the correct letter of the "Abbreviation" in the space at the left of the "Measurement" that represents its equivalent.

Abbreviations

- | | |
|-----------------------|----------------|
| A. 16 oz. | E. 4 T. |
| B. $1/4$ c. plus 2 T. | F. 3 t. |
| C. 2 c. | G. $1\ 1/2$ t. |
| D. 1 c. | H. $3/4$ c. |

Measurements

- | | |
|-----------------------|-------------------------|
| ___ 1. 16 tablespoons | ___ 7. $1/3$ cup |
| ___ 2. $3/8$ cup | ___ 8. 12 tablespoons |
| ___ 3. $2/3$ cup | ___ 9. $1/2$ tablespoon |
| ___ 4. 1 pound | ___ 10. 1 pint |
| ___ 5. 8 tablespoons | ___ 11. $1/4$ cup |
| ___ 6. 1 tablespoons | ___ 12. 2 pounds |

Do You Measure Up?

Directions: Write the letter of the correct answer in the space to the left of the statement, and at the bottom give the reason for your choice.

- ___ 1. When measuring 1 cup milk, you would:
 a. Measure out 16 tablespoons.
 b. Fill metal measuring cup to the top.
 c. Fill glass measuring cup to 1 cup mark.
 c. Fill a china cup to the top.
 Reason _____
- ___ 2. When measuring 1 cup brown sugar, you would:
 a. Fill a metal cup and level the top with spatula.
 b. Sift into metal measuring cup and level top with spatula.
 c. Pack tightly into metal measuring cup and level top with spatula.
 d. Measure into glass measuring cup and level top with spatula.
 Reason _____
- ___ 3. When measuring 1 cup flour, you would:
 a. Sift three times on waxed paper before measuring, spoon into cup, level top.
 b. Sift with soda or baking powder before measuring.
 c. Measure flour, then sift onto waxed paper.
 d. Sift once onto waxed paper before measuring.
 Reason _____
- ___ 4. To measure $1/2$ cup butter, you would:
 a. Put $1/2$ cup of water in glass measuring cup, add butter until water level is at "1 cup."
 b. Use 1 stick of butter
 c. Use $1/2$ of a stick of butter.

- d. Melt butter and pour into a metal cup for measuring $\frac{1}{2}$ c.

Reason _____

- ____ 5. To measure $3\frac{1}{2}$ teaspoons baking powder you would use:
- A 1 and a $\frac{1}{2}$ teaspoon measuring spoon.
 - A 1 tablespoon and a $\frac{1}{2}$ teaspoon measuring spoon.
 - A $\frac{1}{4}$ cup dry measuring cup; take out 1 tablespoon.
 - A 1 teaspoon measuring spoon three times, and a $\frac{1}{2}$ teaspoon once.

Reason _____

- ____ 6. To measure $\frac{1}{4}$ cup soft shortening, you would:
- Measure out 4 tablespoons.
 - Fill a $\frac{1}{4}$ metal measuring cup and level off top with spatula.
 - Melt shortening, pour into metal cup for measuring $\frac{1}{4}$ c.
 - Put $\frac{3}{4}$ cup water in glass measuring cup, add shortening until water level is at 1 cup.

Reason _____

Can You Measure Correctly?

This performance test may be used to measure actual ability in use during the foods unit. For example, the part on sifting of flour may be used during a lesson on muffins. A set of measuring spoons, $\frac{1}{4}$ cup dry measuring cup, a flour sifter, a liquid measuring cup, and a spatula should be available for each student.

Directions: On the counter in front of you is flour, salt, sugar, and milk. Using the proper methods, measure:

- $\frac{1}{2}$ cup sifted flour
- $\frac{1}{3}$ cup sugar
- 1 teaspoon salt
- $\frac{1}{4}$ cup milk

Observation Record

The following record will be used to evaluate the performance. The teacher checks (X) in the proper space if the right method is used.

FLOUR	Sue	Ruth	Jean	Mary
1. Sifted flour directly into cup	_____	_____	_____	_____
2. Sifted flour once	_____	_____	_____	_____
3. Leveled top with spatula	_____	_____	_____	_____
4. Used $\frac{1}{2}$ cup metal measuring cup	_____	_____	_____	_____
SUGAR				
5. Did not sift sugar	_____	_____	_____	_____
6. Used $\frac{1}{3}$ cup metal measuring cup	_____	_____	_____	_____
7. Leveled top with spatula	_____	_____	_____	_____

SALT	Sue	Ruth	Jean	Mary
8. Used 1 teaspoon measuring spoon	_____	_____	_____	_____
9. Levelled top with spatula	_____	_____	_____	_____
MILK				
10. Used glass measuring cup	_____	_____	_____	_____
11. Checked 1/4 cup milk line at eye level . .	_____	_____	_____	_____

Teaching aids

"Breads of Many Lands" (yeast bread material) Educational Service J. Walter Thompson Co. 420 Lexington Ave. New York 17, New York	Free
"When You Bake With Yeast" Standard Brands, Inc. 625 Madison Avenue New York 22, New York	Free
"Cereal Cook Book"	Free
"Breakfast Source Book" Cereal Institute 135 So. LaSalle St. Chicago 3, Illinois	Free
"Eat A Good Breakfast - To Start A Good Day" (Leaflet No. 268) Superintendent of Documents U. S. Government Printing Office Washington, D. C.	Free
"Whole Wheat Grain Chart" Ralston Purina Company Checkerboard Square St. Louis 2, Missouri	Free

Bonus Packages

Five packages for getting started, four packages using the basic-four food plan as a guide have been offered. Here are four bonus packages. How you as a teacher will use these packages will depend on many factors. You may dip in here and there, add your own thinking, and try for flavor. Evaluate your outcomes and observe the student growth; throw out the "duds" and keep on discovering.

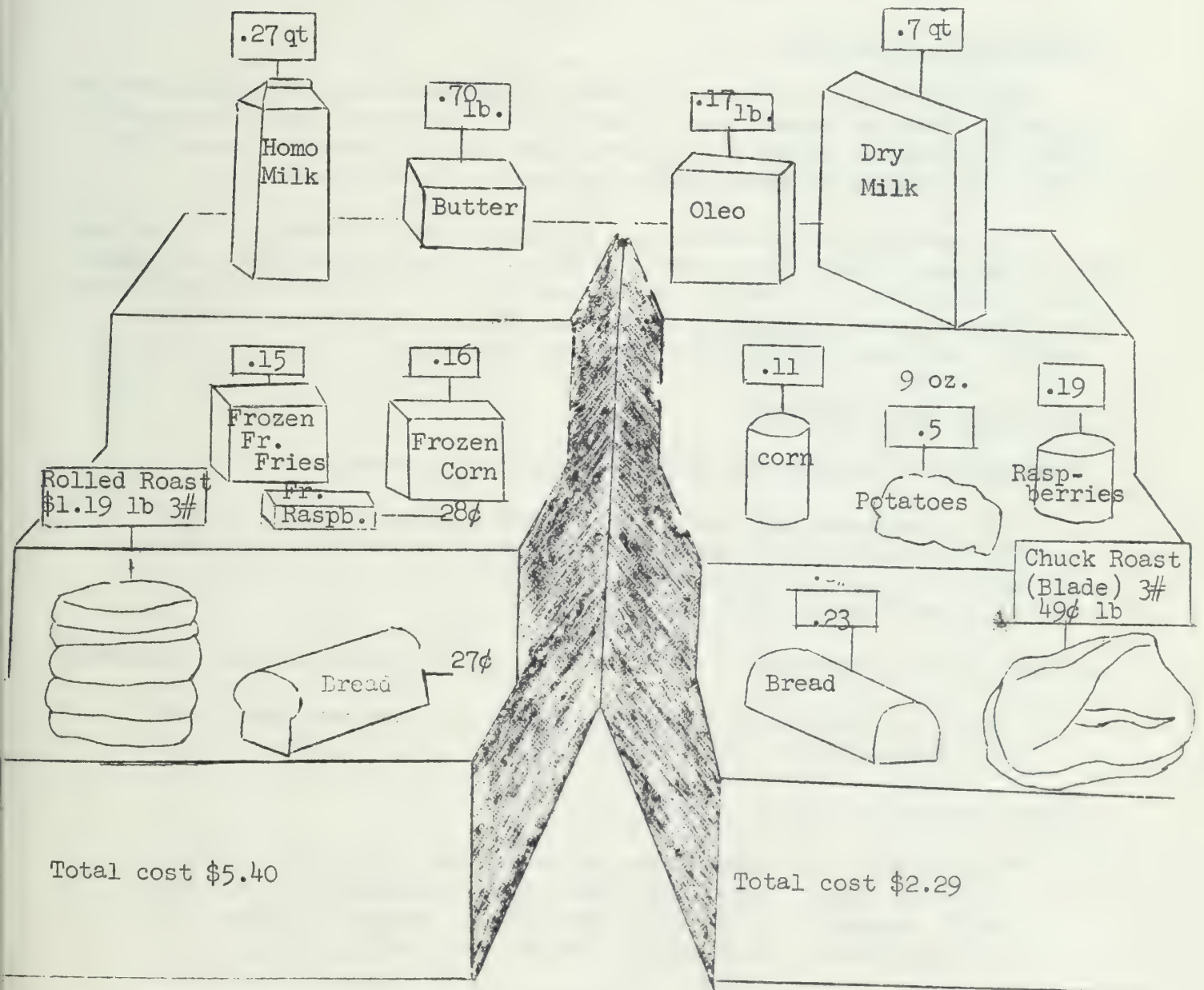
Ideas for a display

A display comparing the costs and nutritive value of two market baskets of food in different forms will emphasize the need and importance of the study of food buying. This can be an effective teaching-learning activity and also serve as exhibit material for communicating a phase of the Homemaking curriculum. An example is shown on the next page.

NUTRITIOUS MEALS
Can be

<u>High</u> \$5.40	<u>Low</u> \$2.29
-----------------------	----------------------

Minerals
Carbohydrates
Fats
Proteins
Water
Vitamins



Informal evaluation method with a skit as a basic situation

This device could be used as a pre-test to check how much a group knows about food buying, as an actual teaching method, or at the end of a lesson to see if students could apply knowledge in the situation.

Equipment

Table, 2 market baskets, boxes and cans to represent groceries, shopping list, two girls to act out skit.

Scene:

Groceries arranged in background to represent a grocery store.
In foreground a table to represent a kitchen.

Introduction by teacher

Good health can be bought at various prices and, whether you have a lot or a little to spend, good planning will supply a better balanced diet. By spending a few minutes each day to plan, your family will be better fed, better clothed, better housed and more secure.

The average family spends at least one-fourth of each dollar earned for an adequate diet for a family of five. Today we want to talk about those food dollars. There is quite some difference between planned grocery shopping and hit-and-run shopping. Watch for the clues to wise shopping that you can discover from two shoppers.

Mrs. Guess What and When:

(Picks up market basket and walks around grocery store)

"Oh, goodness--let's see. This grocery shopping is an ordeal. These cookies look good--we will need some to nibble while we watch TV, and that reminds me, I want to try that cake mix that is advertised on TV."

(Picks up soup, crackers, fruit cocktail, fancy fruits, apples, raisins.)

"Gee! I didn't check the milk, but I guess we need some. Oh, just charge it, Mr. Smith."

(Comes forward to table)

"This grocery shopping takes so much time. I thought I would never get home. Here it is lunch time, and what will we have? Soup? Crackers? A salad of some kind? Here is lettuce. What is there to use for a salad? Apple, raisins?"

"With just a salad and soup, I suppose we will need a dessert. Those cookies I picked up, and ice cream. Gee! Wouldn't homemade cookies be good? But I never get around to making them any more. Lunch? There it is."

Mrs. Know What and When:

(Picks up another basket and shopping list. As groceries are selected, checks list. Compares prices according to size. Flour, salt, coffee, lettuce, oranges, jello, cheese, soda crackers.)

"Peaches--I need to buy some fruit. I hope that I will get to can some fruit next year. Some women wouldn't buy fruit, but we do need it. At least the news commentator this morning listed canned peaches on the good buy list for this month."

(Comes forward to table)

"I believe I planned to have soup, hard-cooked egg salad, and a dessert for lunch. This soup I froze last fall surely comes in handy on days when I need to have a quick lunch.

"Peaches and these cookies made yesterday. The family enjoys cookies I make so much more than any I could buy. That time I set aside for making them was well spent. And, of course, I saved money, too. We would never have cookies at the price of those I saw at the store. There will probably be some left over which I'll freeze in a tight container."

Guides to wise shopping

From the two examples of women shoppers have students work in small groups and list "Guides for Shopping." With these lists as a basis, have whole class work out what they would feel to be a complete list, such as:

Read newspaper ads and listen to radio market reports for good buys.

Check supply of food on hand before shopping.

Know the services your market offers and how much you pay for them.

Write down your shopping list.

Use judgement in selecting prepared foods.

Take advantage of seasonal supplies.

Be a label reader.

Compare costs.

Buy by weight.

Buy in quantity if you have a place to store food.

Mastery of these ten guides to the point of established habit requires thorough, even perhaps over-learning at school, then consistent, constantly encouraged practice outside of school.

Civil defense foods

Mary Hubbard, University of Illinois Home Economist has stated that alert homemakers should keep a well-stocked pantry in the form of a 7-day food supply in the home and a 3-day evacuation-survival kit in the car.

The following foods are for one person for seven days. Multiply these amounts by the number of members in your family for your family pantry.

Meat group

Beef stew - one can, 1 pound weight
 Salmon - one can, 1 pound weight or 2 cans (6-8 oz.) Tuna
 Spaghetti and meat balls - 15 1/2 ounce can
 Baked beans - one can, 1 pound weight
 One small jar of cheese and peanut butter

Vegetable and fruit group

One can each of tomato, orange, and grapefruit juice, 1 quart,
 14 ounces
 One pound of dried prunes or apricots
 One can each of peaches and pears, size 1 pound 14 ounces
 Two 16-ounce cans of tomatoes and peas
 One can corn, 12-16 ounces
 One can green beans, 15 1/2 ounces
 Four cans of assorted soups, 10 1/2 ounces

Milk group

One package of powdered, non-fat dry milk
 Two cans evaporated milk, size 14 1/2 ounces

Cereal group

Seven individual packages ready-to-eat cereals
 One package of instant oatmeal
 One package of crackers or cookies in a tin case

Not included in the Basic Four are twelve bottles of soft drinks, salt, and sugar. Other essentials are matches, fuel, cooking utensils, can opener, bottle opener, tableware, paper supplies, old newspapers, portable radio, flashlight, candles, first aid kit, blankets, pail and garbage container.

Food additives: News Release, March 16, 1960, Consumer Marketing Information, Cooperative Extension Service, Michigan State University.

"Just the facts, ma'am" would be a suitable comment about the newest food additive law. The U.S. Department of Health, Education, and Welfare, and the Food and Drug Administration have published a pamphlet giving all the facts in the case. They've indicated the whole story would start with Dr. Harvey Wiley's battle 50 years ago for the original pure food law. His battle was to a large extent a fight against chemical preservatives such as boric acid and formaldehyde. Inherited from the Wiley era is a too common misconception that all "chemicals" are harmful. The fact is that chemical additives, or "food additives" as they are now being called, have brought about great improvements in the American food supply; for example, potassium iodine in salt and vitamins in enriched food products.

But the Food and Drug Administration scientists appraising the situation in the mid 1950's knew that several hundred of these additives were being used and that some of those in use had not been thoroughly tested

for safety. Under the law, The Federal Food, Drug and Cosmetic Act, as it was prior to September, 1958, the Food and Drug Administration could not stop the use of chemical simply because it was questionable or had not been adequately tested. It was necessary to prove in court that the chemical was poisonous or harmful. This is not difficult for chemicals which cause immediate or acute illness. But today, the big problem which concerns scientists is the long-term effect; what may happen in the body as a result of years, or even a lifetime of exposure to minute amounts of the chemical. The danger was not theoretical, it was real, as shown by a number of instances of chemicals having been in use for a considerable period of time, including a chemical used for flour aging and an ingredient of imitation vanilla extract. Obviously, the law had to be changed so as to prevent untested chemicals from being tried out on the public.

The Food Additives Amendment became law September 6, 1958. It became fully effective for all new chemicals on March 9, 1959. An additional year was allowed to complete tests of chemicals in use prior to January 1, 1958.

Food and chemical manufacturers are now required to run extensive animal-feeding tests on these additives before they are marketed. Results of these tests must be submitted to the Food and Drug Administration. If FDA scientists are satisfied that the additive will be safe, an "order" will be issued permitting its use. This regulation will place a limit, or "tolerance" on the amount which may be used, and will specify any other conditions necessary to protect the public health. This applies as well to substances likely to contaminate food as a result of some incidental use in food processing, to food packing material which may enter the food, and to any residues which may carry over into meat, milk or eggs as a result of use in animal feeds.

The law specifically states that no additives may be permitted in any amount if the tests show that it produces cancer when fed to man or animal.

The new amendment does not cover coal-tar colors because these substances were already dealt with by other special provisions of the law. Every such color used must be on a list of colors regarded by FDA as "harmless and suitable for use" and every batch of the color must be tested for purity in FDA laboratories. Some of the colors originally listed as "Harmless" have been found, through advances in scientific knowledge, to produce injury when fed to animals in large amounts, and some of these have been removed from the list. The law, as written, does not permit "tolerances," but the government must show that the color is not harmless. The testing of all of these colors will take a long time. The Department has advocated a change in the law to bring colors under the same type of control now existing for other chemical food additives.

Teaching AidsPamphlets and charts

1. "A Guide to Good Eating--Basic Four Chart." National Dairy Council, 11 North Canal St., Chicago 6, Illinois.
8 1/2 x 11--4 cents. 6 1/2 x 4--1 cent.
2. "Animal Feeding Demonstrations in the Classroom." National Dairy Council, 11 North Canal St., Chicago 6, Illinois.
20 cents.
3. "Check Up on Your Meals." Michigan Department of Health, Lansing 4, Michigan. Free.
4. "Food Facts Talk Back." American Dietetics Association, 620 Michigan Ave., Chicago 11, Illinois. 50 cents.
5. "Food For the Family." Metropolitan Life Insurance Co., 1 Madison Ave., New York 10, N. Y. Free.
6. "Handbook of Food Preparation." American Home Economics Association, 1600 Twentieth St., N.W., Washington 9, D. C. 50 cents.
7. "Nutrition For the Family," a handbook for professional workers. Metropolitan Life Insurance Co., 1 Madison Ave., New York 10, N. Y. Free
8. "Nutrition News," teachers reference, monthly leaflet. National Dairy Council, 11 North Canal St., Chicago 6, Illinois. Free
9. "Vegetables--Do You Have Enough?" Michigan Department of Health, Lansing 4, Michigan. Free.
10. "Vitamin C Calendar." Michigan Department of Health, Lansing 4, Michigan. Free.
11. "What Foods Do You Choose?" Metropolitan Life Insurance Co., 1 Madison Ave., New York 10, N. Y. Free
12. "Your Food." Michigan Department of Health, Lansing 4, Michigan. Free.

Books

1. Pattison, Mattie; Barbour, Helen; and Eppright, Ercel.
Teaching Nutrition. Ames: Iowa State College Press.
1957. \$3.95.
2. Stevenson, Gladys and Miller, Cora. Introduction to Foods and Nutrition. New York: John Wiley & Sons, Inc.
1960. \$6.95.
3. Wilson, E. D.; Fisher, K. H. and Fuqua, M. E. Principles of Nutrition. New York. John Wiley & Sons, Inc. 1959.
\$5.95.

ILLINOIS TEACHER

HOME ECONOMICS
EDUCATION

UNIVERSITY OF ILLINOIS



Star Feature

STUDYING VALUES THROUGH HOME ECONOMICS

Objectives in Studying Individual and Group Values	301
Delimiting the Search for Values	314
Aids for Good Teaching	336
Home and Furniture Design-- "Materially Speaking".	346

URBANA 
ILLINOIS

Vol. III

No. 7

STUDYING VALUES THROUGH HOME ECONOMICS

Lois Smith, Arcola High School
Pauline Voelcker, James Millikin University

Have you ever found yourself exclaiming, "Now WHY did she do that?" as a teen-ager does something that exasperates you?

- * Your gifted Sara makes some irrelevant, absent-minded answer to a challenging question of yours. Is she perhaps thinking of just what she'll say to John when she sees him in the corridor soon?
- * Your faithful Betsy for the hundredth time demands your approval of the sink she always cleans immaculately. Is your attention being sought as a next-best substitute for the rejection she feels at home?
- * Your delicate Eve, whom you have insisted class members should always spare, appears flushed and glowing after a noon spent on the snow slides. Perhaps as a result she'll be in bed over the week-end--but she'll be happily reliving the thrill of that noon hour!

Stranger still, you find yourself becoming impatient and almost mean to your good-natured but far from brilliant class! Could this impulse toward sadism be in any way connected with that remark of the mathematics teacher at the lunch table, "I'm so enjoying my gifted groups that I can just imagine how hard it must be to try to teach all those stupid girls you have!"

In a very real sense the values of an individual are the expressions of what he prizes in life. Every facet of human behavior is pervaded by value judgments and acts of valuing. The fact that many people, young and old, cannot recognize their values clearly or have not fashioned them into a consistent value system does not minimize their role as directives in experience. For this reason the school must address itself to helping students become conscious of values and their influence in daily living.

Objectives in Studying Individual and Group Values

In a resource unit that is no longer available, directed by Dr. Harold Alberty of Ohio State University, this challenge to the school was thoroughly explored. Many of the suggestions have been found to coincide with the experience of home economics teachers, particularly in those units emphasizing personal development, family relations, preparation for marriage and parenthood. The Ohio group recommended an extensive unit, including philosophical value systems, that would be taught as a separate entity.

Recent research in the use of a separate unit on critical thinking has seemed to suggest that such a unit operates more effectively in subject-matter areas where logical thinking is an integral part of the content than in areas where values tend to influence the thinking. Perhaps home economics teachers might be justified in the assumption that, since values seem so omnipresent in homemaking and family life decisions, their exploration should form an integral part of the content in most units. How to do this becomes the \$64 question!

For students of average ability

To identify together what can be done, let's try to determine what students (and the teacher) might learn from a common but impersonal experience. Let's listen in as a group of average ability studies one of the excellent skits written by Helena Stainton, Department of Child Development and Family Relationships, New York State College of Home Economics, Cornell University, Ithaca, New York. The Department, unable to supply copies of their skits to stimulate discussion, has given special permission to the Illinois Teacher for reprinting some of these.

PLEASE PICK UP YOUR CLOTHES...

by Helena Stainton

Characters: Mother; Father; Jane, aged 16; Linda, aged 14.

Props: Clothes, shoes, books thrown on floor. Dress hanger for Linda.

MOTHER: (enters, looks around room) I'll lose my mind someday. (picks up dress from floor disgustedly, then drops it again. Calls) Jim! Come here a minute, will you?

FATHER: (enters) What is it, Grace?

MOTHER: Just look at Jane's room!

FATHER: (he looks at it) Sort of messy, but...looks the way it always does.

MOTHER: Oh, I could cry. I spent the whole morning cleaning up this room and now...

FATHER: Why did you clean it up?

MOTHER: Why?! I simply couldn't stand it any longer. Do you know, I collected a half bushel of...of just plain garbage in here?

FATHER: (startled) Garbage?!

MOTHER: I tell you the name really describes the mess: apple cores, bread crusts, coke bottles...

FATHER: (holds ears) All right, all right. Why do you let her get away with it?

MOTHER: (almost hysterically) And all her clothes thrown on the floor... stockings, shoes, dresses...

FATHER: (louder) I said...why do you let her get away with it?

MOTHER: You know perfectly well it's like talking to a post to ask Jane to do anything. I might as well save my breath.

FATHER: Why not? Save your breath and turn your back. Chances are she'll get over it.

MOTHER: Get over it? Why, she's worse every day! (sentimentally) And she was such a tidy little girl.

FATHER: (soothingly) Well, I can remember being hauled on the carpet for having what mother called a high-water mark on my neck. I got over it.

MOTHER: When?

FATHER: (enjoying the moment) Well...now let me see...what was her name? Rose, I think it was. She had blonde curls like...

MOTHER: (acidly) It's different with boys.

FATHER: Is it?

MOTHER: (decidedly) Yes, it is. Your daughter, Jane, has been interested in boys for longer than she should, maybe, but does it make her tidy? Decidedly not!

FATHER: (defensively) She washes her hair a lot.

MOTHER: And leaves suds and wet towels all over the bathroom. If only she was like Linda!

FATHER: Linda's two years younger.

MOTHER: That has nothing to do with it. There's a complete difference in personality; you'd never know they were sisters. Why, Linda picks up her room so well, I can whiz through it in five minutes!

FATHER: (teasingly) How about you? Were you Jane or Linda when you were sixteen?

MOTHER: Well...sort of in between, I guess.

FATHER: And now look at you! The best housekeeper in town!

MOTHER: Oh, I'm not, either.

- FATHER: For my money, you are. Come on, dear, stop worrying about Jane. She's just going through a stage.
- LINDA: (enters) What's all the talk? Mother, why don't you make Jane pick up her clothes? I think it's disgusting the way she throws things around.
- MOTHER: Well, I...
- LINDA: (pouncing on dress in pile on floor) Look at this! And new last Saturday! How about letting me have it? I'll take care of it, I promise.
- MOTHER: (uncertainly) I know you would, Linda, but...
- LINDA: Jane probably won't even miss the dress. And it fits me like a dream. You should see it. Aw, come on...
- MOTHER: Well...all right. Maybe it will teach Jane a lesson.
- FATHER: Now, look, if the dress was bought for Jane, it's hers, isn't it? No matter what she does with it.
- LINDA: Not if she doesn't take care of it. Don't be stuffy, daddy.
- MOTHER: (backing her up, but not quite happy about it) That...that's right.
- FATHER: (shaking head) Doesn't seem right to me.
- LINDA: (taking dress happily) Wait until you see me in the dress, dad! (exits)
- FATHER: (noncommittally) I'm waiting. ...Grace, I don't think you're fair to Jane.
- MOTHER: You don't have to put up with her.
- FATHER: I live here, too, but I don't suppose that counts.
- MOTHER: Not like putting up with her day in and day out.
- FATHER: Say, I think she's coming. We'd better go.
- MOTHER: Why?
- FATHER: Well...it looks like snooping to...
- JANE: (comes, or rather floats in. Not aware of much) Hello!
- FATHER: Hello.
- JANE: (glances around vaguely) Mother, where's my new dress?

MOTHER: It was here.

JANE: What happened to it?

MOTHER: I gave it to Linda.

JANE: You...you gave it to Linda? Why?

MOTHER: Because you didn't want it any more.

JANE: Where did you get that idea?

FATHER: (helpfully) You left the dress on the floor. You didn't hang it up.

JANE: Didn't I? That was silly of me. I suppose I'll have to press it. (starts out) I'll get it right now.

MOTHER: (emphatic) I gave the dress to Linda. It's hers.

JANE: (really focuses for the first time) I see. Well... I'll go the way I am.

MOTHER: Go where?

JANE: Out.

MOTHER: With whom?

JANE: Does it matter? If you get upset about a little thing like one dress, I don't expect you to be interested in really important things.

MOTHER: (crisply) Jane, who's your date tonight?

JANE: Bill West.

FATHER: Who's that?

JANE: Nobody...except the captain of the basketball team and the president of the student council and the editor of the yearbook and...

FATHER: (beaten) That's enough. More than enough. Look, Grace, I...

JANE: (martyred) Oh, don't bother mother, dad. She's had her troubles today, I'm sure.

MOTHER: Jane, I won't stand for...oh, I give up! I'm going downstairs.

FATHER: (eagerly) So am I! (they exit)

LINDA: (enters with dress on hanger) Here's your old rag. I changed my mind. I wouldn't be seen dead in that color.

JANE: Thanks. (accepts dress dreamily. Sighs)

LINDA: Who is it this time?

JANE: Bill West.

LINDA: Him? His ears stick out. (as Jane looks at her in disgust)
Way out. (exits)

JANE: (takes dress from hanger, sits a moment, then rises, letting dress slip to floor. She walks over it as she goes to window, clasps hands and says...to all outdoors) Oh...Bill!

* * * * *

After the skit has been read

The class, already buzzing, has now been broken up into small groups. Each student is equipped with a duplicated copy of the skit and a list of questions introduced by the instructor. Here are the questions.

1. Different things seem important to different people; what seemed important to each person in this family?
2. Where do you suppose these ideas of what was "good" came from?
3. How do these ideas affect their lives?
4. If each family member should continue to cling to his present values, what might be the consequences?
5. If each person should ask you to evaluate his present values, how would YOU rank these from desirable to very undesirable? Why?
6. To what extent does anyone have the right to tell another to change his values?
7. How then does it happen that a person's values do change--or don't they?

The group discussion

This is no Phillips 66 technique! Each small group's discussion is prolonged and often heated because individuals inevitably identify with one or more persons in the skit. Even the least mature student is impressed with the wide diversity of reactions. Oral discussion, confused though it may be in spots, should usually be continued so long as the exchange relates to any of the questions provided as guides.

But there comes a time--and it's the alert teacher who identifies the moment--when group discussion has reached a point of diminishing returns. What now? If students are of average ability, they may choose one member of each group to write what seems to be the consensus of opinion on the answers to each question. In trying to arrive at such consensus, they quickly discover some kind of a moderator is needed. Time out is taken not only to choose this person but also to "set up the ground rules" for the operation of a moderator in a group. Ultimately, after a far longer time than an inexperienced teacher would believe possible, answers to the seven questions are (more or less) agreed upon and recorded.

The total class discussion concentrates on one question at a time. Out of the variety of "answers" developed in different groups, each student grows in her ability to "put herself in someone else's shoes." And the instructor perceives ample evidence that adolescents of average ability are capable of exploring values profitably.

For slow learners

If the class members are not of average ability but represent a wide range of slow learners, should an instructor assume that any study of values is not for them? Of course, the answer is, or should be, a strong NO! If anything, their actions tend to be more influenced by what they hold to be good than do those who find intellectual processes often checking their emotional reactions. For example, cause and effect relationships may be perceived only vaguely, if at all, because of their intellectual limitations. But for this lack, slow learners often substitute a shrewd perception, growing out of their experiences, that often startles a bright teacher. In the skit the father's delighted recall of his adolescent girl friend, Rose, often fails to register at all with bright students from protected homes. In a group of dull, underprivileged seventh graders, this same bit evoked much rib-poking and sly laughter. Obviously, there are many kinds of maturity.

Characteristics of slow learners

First, let's look at the characteristics of academically slow learners, as discovered by Dr. Jane Bemis of Northern Michigan University during a recent study she made on "Home Experiences of Michigan's Ninth and Tenth Grade Pupils of Varying Abilities."

- * Their reading ability is poor, hence they try to avoid reading.
- * Their span of attention is short.
- * They become distracted easily, even during short periods.
- * They have a narrow range of interests and often only one at a time.
- * Many of these interests are not those expected by teachers who are college graduates and often in a higher socio-economic class.

- * Unless information has real meaning for them, it disappears rapidly.
- * They show fear or hesitancy about tackling anything new.
- * Relationships have to be pointed out of them.
- * They cannot think abstractly and are unable to make generalizations.
- * They learn to a point of mastery very slowly.

Clearly independent group discussion, such as better students can enjoy, will not be profitable for a group of slow learners. As in life outside the classroom, the dull learn from listening, watching, doing. From concrete phenomena, sufficiently repeated, they evolve concrete ideas---a long, weary struggle for both students and teacher but as much a right of slow learners as of fast learners in terms of school responsibility!

Adjusting techniques to characteristics

How, then would "Please Pick Up Your Clothes" be used with slow learners? Clues are evident in the list of their characteristics. Let's spell out what these clues mean in actual teaching, for this situation or almost any other.

* Reduce students' reading to the irreducible minimum

No matter how short and dramatic a case study may be, asking poor readers to try to stumble through it will effectively kill any possible interest or gain from it. On the other hand, such students delight in listening to a short, simple story or skit. To vary the method, one teacher makes a tape recording by students in a previous (and brighter) section of home economics or uses one made in an English class, if the instructor is willing to use such tape recordings as learning experiences in reading. One word of caution seems called for here. Average readers require an opportunity to read their parts silently before they attempt to do an effective recording. For that matter, even a teacher's presentation often profits from a bit of practice.

* Spend time enough to locate short, dramatic episodes on problems so common that they cannot fail to catch the attention and interest of every slow learner.

"Please Pick Up Your Clothes" is such a problem at the junior high school level, but there are many more just as familiar. Eric Johnson in his How to Live Through Junior High School discovered through comprehensive

surveys of both parents and students innumerable common problems concerned with school work, recreation, family relationships, chores, money, telephone, TV, smoking, drinking, lipstick and adolescent "love life." Direct quotes in this book are not only true-to-life but humorous even to teenagers themselves.

* Provide ample guidance for their simplest learnings

And no study of values is simple! Consequently slow learners must be carefully taught how to identify themselves with the individuals and situations described in these common problems. Such questions as: "Has anything like this happened to you? How did you feel? How do you think these persons in the story felt?" will build up their understanding of what seemed to be important to the people in the situation.

Instead of merely introducing slow learners to the questions on page 306, then expecting them to form into groups for successful buzz sessions, as was recommended for average students, a teacher will do well to keep the slow class together so that she can slowly and patiently supply the necessary build-up for their understanding of each major question.

The teacher's detailed guidance is likewise needed in possibly writing on the chalk board such comments as can later be summarized into a satisfactory "answer" to each major question. Because slow learners are weak in associative thinking and organization, a buzz group is usually beyond their ability until they have experienced such a technique on many simple and tangible problems, such as a "family" division of labor in the preparation of a meal already thoroughly developed through class demonstrations and discussions.

For fast learners

Up to the present, homogeneous grouping of students in terms of ability is far more likely to be found in senior high schools than in grades seven, eight and nine. In many junior high schools the typical class in required homemaking for girls or "home living" for boys and girls poses a real problem not only in size but also in the extreme range of ability represented. Yet in such classes most fast learners acquire their concept of home economics.

Teachers who have taught groups made up entirely of fast learners in a junior high school or college-bound students in a senior high school regularly report that such classes achieve in one year about double that of a group made up of average and slow learners. The problem in a heterogeneous group is to identify and provide for such achievement by fast learners without sacrificing the growth of the less able students.

Fortunately fast learners can read and think at their own level of maturity; they can also assume leadership responsibilities with varying measures of imagination and resourcefulness. One lively trio of eighth graders selected a story from Dorothy Spoerl's Stories for Discussion, "What to Do?" on page 47.

The heroine, Diane, must choose between being a soloist in the Spring Festival and taking a week-end train trip with her Girl Scout troop. One girl read the brief account dramatically right up to the moment of decision, then asked each class member to write which choice she would make and why. Another of the trio then got into a huddle with those who had decided in favor of the trip; the third helped those favoring the featuring as soloist to clarify the values inherent in each decision.

From home-room study all the girls had gained a vocabulary on basic personality needs that facilitated communication. When the resulting presentations under student leadership had gone as far as appeared possible to an unaided group, the teacher delightedly "picked up the ball" and guided the discussion to further depth and breadth.

A college-bound class of seniors decided to ask a random sample of easily available girl students "What one thing is very important to you?" At first they were unable to perceive any generalized values, so great was the variety in the replies. A few of these anonymous replies follow.

"Five children when I get married"

"At all times I'm concerned with what people think of me"

"I love to try new dishes and experiment with mixes"

"I like to know I own what I have; no installment buying for me"

"The first pay I ever earned I spent for an album of 'Carmen'"

"Being an only child, friends are most important to me"

"I hate to see people in want or pain and always contribute to charities"

"I love to spend money without thinking of price at all, like taking a cab on a perfectly nice day"

Later both teacher and class members found a wealth of material for studying values in these frank statements. Through speculation and imagination, all nine of the objectives set up for class study were achieved, at least in some degree of understanding, by each student.

The nine objectives in studying values

Dr. Dorothy Lee, a lecturer in anthropology at Harvard University, last year was asked to discuss the individual in a changing society. Her talk was published as the lead article in the February 1960 issue of the Journal of Home Economics. Do read the entire article! We have space only to quote from one pertinent paragraph.

"How can we help the individual have a meaningful life in a world of change? For me, one important way of doing this is to help our young people become aware of the value content of their everyday life, to recognize the values channelled through the simple operations they perform, and to be aware of the values at the base of their choices and decisions."

Since our current experimentation seemed to be in harmony with Dr. Lee's judgment, we were heartened in our efforts to achieve at different educational levels the objectives we had formulated for studying values.

Objective one: To help students identify and clarify the values which they hold

A primary task of the school today is to help students recognize in their own behavior the values they have adopted. To this home economics can make rich contributions for, whether or not we know it, we teachers inevitably are value creators. As students define and examine values, their ideas are articulated and clarified, and thus become more meaningful and effective bases for future judgments.

Objective two: To help students determine sources of their basic values

The source of values is a purely academic question for students until they mature enough to see that a conflict in values demands an examination of why they believe as they do. When students can trace the origin of a value to its source, such as an emotionally-weighted practice or attitude in the parental home, they can understand why one value may be more tenaciously held than another.

Objective three: To help students understand the role of values in directing their lives

Intelligent behavior rests upon a clear comprehension of why we (and others) act as we do. Because values represent judgments, and as such guide us toward a way of living we think we desire, they operate as a means of selecting and mediating among experiences and paths of conduct. Carry-over of school learnings is of deep concern to teachers of home living, yet values deeply imbedded in the personality of students may make carry-over an impossibility.

Objective four: To help students forecast possible consequences of acting upon their values

Acting blindly with no thought of possible consequences is a mark of childish immaturity, yet many people persist in this practice, especially in some areas of family life. Although the source of a value may be family custom or religious tradition, this fact of origin does not guarantee that behavior in terms of the value will always be just and right today. Each situation is unique and requires the individual to take account of, to question and to test the results of his value decisions.

Objective five: To help students to develop an ability and desire to appraise their values

An adolescent's interest in values is stimulated by increased familiarity with them; he can often learn to identify decisions based upon value judgments as opposed to thinking logically more readily than can an adult who feels a compulsion to rationalize his choices. Because he himself is changing rapidly, as well as the society all about him, he quickly comes to recognize that such rapid changes demand constant appraisal of the appropriateness of his values.

Objective six: To help students examine critically their method of acquiring and changing values

At the recent White House Conference speakers bluntly deplored our "creature comfort culture" that is replacing a "courage culture," the "idolatry of our society which is to be found in the worship of things, the passion for an accumulation of the material." Yale's Dr. Milton Senn went so far as to state that "The nature of the religious revival in America today seems to be social rather than spiritual - people are becoming church members in an effort to gain status and security rather than salvation."

Is it any wonder, then, that adolescents frequently adopt and change their value patterns in response to the superficial influence of others or to some transient whim of their own? While no school or teacher can endorse a single method for acquiring and changing values, adolescents can be given systematic, consistent help in developing an intelligent and logical procedure for doing so. The ability to acquire and change values wisely, like reasoning objectively, is a long evolutionary process which must be patiently practiced.

Objective seven: To help students become aware of the impact of the conflicting values in American culture on their lives

The adolescent in high school is in a stage of physical and psychological development which serves to complicate his personality adjustment. Thus, the impact of the American culture upon his values is made more complex. Dr. Eveline Burns of the New York School of Social Work recently pointed out that "young people still expect us to mean what we say and to apply our precepts and our policies in everyday life. The contrast between our fine words and pledges....and our actions may well create among them a dangerous cynicism." In many classes the school should provide direct or vicarious experiences in understanding and reconciling such value conflicts.

Objective eight: To help students develop an open-minded attitude toward those who hold different values and modes of behavior

Living in a world of daily crises and almost unbearable tensions, today's adolescent very much needs help in recognizing the necessity for examining and evaluating the merits of all sources of information to replace personal bias and prejudice. Willingness to be open-minded and to

seek actively the cooperation of those with whom we differ can be learned in a three-generation family home as well as in a recently desegregated high school. Yes, even in an informal home economics laboratory! And all these experiences should aid students, as adults, to live in the "One World" which technology has achieved for us.

Objective nine: To help students develop a workable and consistent philosophy of life

Abraham Maslow, in his introduction to New Knowledge in Human Values, a report on a conference held at Massachusetts Institute of Technology in 1957, states: "This volume springs from the belief, first, that the ultimate disease of our time is valueness; second, that this state is more crucially dangerous than ever before in history; and, finally, that something can be done about it by man's own rational efforts." The "don't care" attitude so prevalent in today's students seems to offer ample evidence of the lack of something to believe in and be devoted to.

In this same volume Gordon Allport of Harvard points out that "men's choices can be only among sequences they have known," hence providing experiences to develop human values in the young is seen to be a part of this vital problem. He attempts to describe the style of mind, marked by a kind of tentativeness, that should grow out of a study of values. "It does not insist upon the absolute validity of its equations; it prefers a way of life without prescribing it for all; it possesses humor; it maintains its loyalties within an expanding and yet discriminating frame. Its judgments are tentative, its religion heuristic, its ultimate sentiment compassion."

Many years ago Dr. Ivel Spafford stressed the development of a philosophy of life as one of the major goals of home economics teaching. Norman Cousins has repeatedly pointed out the failure in his education which "made me conscious of differences but not of compassion." Robert Havighurst believes that "the two basic processes of education are knowing and valuing."

Erick Fromm states the case for developing a philosophy of life thus. "If man were only a disembodied intellect, his aim would be achieved by a comprehensive thought system. But since he is an entity endowed with a body as well as a mind, he has to react to the dichotomy of his existence not only in thinking but in the total process of living, in his feelings and actions. Hence any satisfying system of orientation contains not only intellectual elements but elements of feeling and sensing which are expressed in his relationship to what he values."

The current mounting pressure for emphasis almost wholly upon matters of the intellect, therefore, does not seem to correspond to the reality of human existence. Carried to extremes, it might even become destructive of an individual's growth and well-being. After twenty years of further research in the behavioral sciences, are we not now ready to attack the challenge set up by Dr. Spafford and certainly never yet attained by teachers of home economics?

Of course, we have still to learn how to help students achieve, each for himself, this last great over-all objective in the study of values. At the White House Conference Governor Luis Munoz Marin of Puerto Rico said that "The definition of an optimist today is a man who thinks that the future is uncertain." But whatever the future may be, we in home economics surely do not want, in Toynbee's words, "to walk reluctantly backward into it!" Rather, let's first look to our own philosophy, then experiment with helping students to develop their own. As Dorothy Lee concluded her article in the Journal, "I would say to you, what is needed is that an individual should be encouraged and trusted to be individual, to develop and trust his own capacities for finding his way in a changing world."

Delimiting the Search for Values

Perhaps one reason for our delay in studying values in home economics classes as thoroughly as we might have lies in the fact that, when we tried to introduce the study, we got in beyond our depth in short order! Now we have learned to expect slower progress and are reconciled to beginning with the simpler and more tangible techniques.

Jack Spratt, Jr.

For example, let us assume an epidemic of youthful marriages in the high school where you are teaching family life education. Objective evidence from research has completely failed to subdue the excited curiosity--yes, even jealousy--of your slow learners. You decide, instead, to utilize part of Helena Stainton's "Jack Spratt, Jr." Characters are Bill and Mary Baldwin who very recently dropped out of high school to marry and work--only Mary has yet to find a job. Sometimes troubles in their tiny, two-room apartment begin early, like this--

MARY: Bill, why are you getting up? It's only six o'clock.

BILL: I feel like getting up.

MARY: Well, I don't

BILL: Do you good. It's a beautiful morning.

MARY: I don't care. I'm tired.

BILL: Go to sleep then.

MARY: You waked me.

BILL: Sorry.

MARY: Now you'll probably bang around and keep me awake.

BILL: I'll try to be quiet.

- MARY: Hand me that blanket on the chair, will you? I wish you liked more covers. Seems to me I'm always cold.
- BILL: Put more on your side of the bed.
- MARY: That looks crazy.
- BILL: So what?
- MARY: You're impossible. You don't care how anything looks. Call me when it's time, will you?
- N'TOR: Mary tries to go to sleep again but too many ideas chase around in her head. She thrashes this way and that; the morning sunshine hurts her eyes. Finally she groans, sighs, and reluctantly gets up. She goes into the kitchen and finds Bill eating his breakfast.
- BILL: Want some coffee?
- MARY: Um. Thanks. What are you eating?
- BILL: Fried potatoes. They're good.
- MARY: Deliver me. Fried eggs and fried potatoes! What a greasy horrible mess to stuff down the first thing in the morning!
- BILL: I'm not stuffing it down. I'm hungry.
- MARY: Well, it's revolting.
- BILL: Look, Mary--it happens that I like to get up early and I want a big breakfast. Is that a crime?
- MARY: I suppose not, but I don't like the idea of eating stuff like that the first thing in the morning. It's not as if you dug ditches for a living.
- BILL: Too bad a guy can't be hungry. And I don't even ask you to fix my breakfast for me.
- MARY: Thank goodness.
- BILL: I just ask to be left alone to enjoy it. Can I make you some toast?
- MARY: No, I can't eat a thing. My stomach is turning cartwheels watching you gobble.
- BILL: I'm not gobbling.

- MARY: You don't know anything about it. You don't realize how the thought of all that greasy food makes me ill.
- BILL: How about the candy you nibbled--as you call it--the whole time you were watching TV last evening?
- MARY: That's different.
- BILL: Not to my stomach it isn't.
- MARY: Of course it is--in the evening.
- BILL: Nonsense!
- MARY: How dare you talk to me like that?
- BILL: (sullenly) Sorry.
- MARY: (after a pause) Shall I ride to work with you or are you taking the bus?
- BILL: I'm taking the bus--right now.
- MARY: All right, be childish.

The Pay Check Problem

For students of average ability and from somewhat more privileged homes, you choose the longer and more complex skit, "The Pay Check Problem" by the same author, Helena Stainton. This is the story of Bruce and Sally, both working, both twenty years old but more experienced and prosperous than were Bill and Mary.

(Bruce reading. Sally enters with package)

- SALLY: Wait till you see this! It's just what I've been looking for!
- BRUCE: Let me guess. By the shape of the package, it's not a hat, or a dress, or a pair of shoes, or...
- SALLY: Shut your eyes now. (He does so, but opens them uneasily and peers around as Sally starts unwrapping package)
- BRUCE: (hastily) Why not save it till after dinner? I'm weak.
- SALLY: 'Cause I can't wait, that's why. (producing drapery material with a flourish) There!
- BRUCE: H'm. Dish-towels?
- SALLY: Silly, it's for the curtains.

BRUCE: Oh.

SALLY: (disappointed) Don't you like it?

BRUCE: Why...why sure, I guess so. Sort of knocks your eyes out, but..

SALLY: It's exactly the touch this room needs to pep it up! Just what the doctor ordered. I was so thrilled when I saw it that I practically fell over the counter and...

BRUCE: Where did you see it?

SALLY: At Heatherton's. You know...the place on the side street downtown that has the gorgeous china.

BRUCE: Ouch!

SALLY: What's the matter?

BRUCE: Remember we priced some of that china once?

SALLY: How could I forget!

BRUCE: Which leads me to ask how much this--er--find cost?

SALLY: It's a little expensive, but guaranteed not to fade or...

BRUCE: Is there any guarantee that I'll get used to the colors and not feel things are crawling on me?

SALLY: Oh, Bruce...you will like it! I know you will!

BRUCE: Maybe. But you still didn't tell me the bad news.

SALLY: Well...it was eight dollars a yard, but it's wide...I didn't have to buy much.

BRUCE: How much?

SALLY: Only ten yards.

BRUCE: Only...(looks at ceiling) eighty dollars. And what's the extra bill for the gold thread and the diamond curtain rings?

SALLY: I certainly don't understand why you're being mean about this. You always seemed to like nice things.

BRUCE: Sure I do...nice things that we can afford.

SALLY: If I had thought you would be satisfied with cheap plastic curtains from the five and ten, why...

- BRUCE: Hey, wait a minute! All I'm saying is that we...you and me... haven't got the kind of money to buy eighty dollar curtains.
- SALLY: But, Bruce, there's over three hundred in the checking account.
- BRUCE: Sure, but we have to eat and pay insurance and dentist bills and go to the show once in a while and keep up the payments on the...
- SALLY: I know all that! What kind of a fool do you think I am?
- BRUCE: (jumping to his feet) I never said you were a fool! I never said anything except...
- SALLY: All right, shout at me! Make a scene. I simply won't listen.
- BRUCE: (trying) Please, dear, let's talk it over quietly. Please...
- SALLY: There's nothing to discuss if you insist on treating me like an imbecile. Don't you suppose I thought of our other expenses? Don't forget that I supported myself before you ever met me and I...
- BRUCE: (plaintively) I never forget it.
- SALLY: And I lived on a budget and had wonderful food and a nice place.
- BRUCE: You certainly did. (he takes pad and pencil from pocket and starts to write)
- SALLY: So if I say we can afford eighty dollar curtains, I know what I'm talking about. And it matters to me.
- BRUCE: Yes, dear. (continues to write)
- SALLY: Believe me, after you'd had your own income and spent it the way you liked, it's pretty sickening to have to beg for money and not be trusted and...
- BRUCE: I'm sorry, dear. (writes)
- SALLY: Why are you so meek all of a sudden? And what on earth are you writing?
- BRUCE: (pretends surprise) Meek? Me? Why, I just don't like to argue. Especially when (and he grins) I'm so hungry.
- SALLY: (contrite) Oh, you poor dear! Supper won't take long, though, and I did make a lemon pie.
- BRUCE: Swell!

SALLY: (blows him a kiss as she exits) Be ready in...fifteen minutes!

BRUCE: (rises as soon as Sally has left the room and takes a folder from table. Shuffles through bills, glances at check-book. Consults pad and shakes head. Checks down pad with pencil. Considers a minute, then calls) Sally!

SALLY: (enters wiping hands on apron) What is it?

BRUCE: Sorry to bother you, dear, but you know how it is when an idea sticks in your head. Would you take a look at this?

SALLY: (takes pad, grimaces, but says nothing. Reads)

BRUCE: (pointing over her shoulder) All those items should be paid before the first of the month.

SALLY: (coldly) I know that perfectly well. Telephone, gas and light, car insurance, club dues...you've forgotten several things, of course.

BRUCE: Such as?

SALLY: Newspapers, haircuts, dry-cleaning...

BRUCE: Those are small items.

SALLY: Add them up and they're not so small.

BRUCE: No matter. Turn the page. The really big things are on the back.

SALLY: (turns page. Suddenly clasps hand to mouth) Oh!! Oh, my goodness!

BRUCE: Something bite you?

SALLY: I'll say it did! (she starts folding material) Am I ever thankful this was the end of the bolt!

BRUCE: Why?

SALLY: They didn't cut it, so I hope I can get Heatherton's to take it back.

BRUCE: What can you say to them?

SALLY: I can say that...that the color's not right, after all.

BRUCE: That's an answer. May I ask...just curiosity...what you saw on the score sheet that changed your mind?

- SALLY: You know...I must be irritating when I go on about how well I handle my money.
- BRUCE: You can be.
- SALLY: It's hard to get used to, you know...a joint checking account.
- BRUCE: For me, too.
- SALLY: I suppose. (sighs) Well, at the moment I'm as humble as a mouse.
- BRUCE: I'm waiting to hear about it.
- SALLY: It sounds so silly...but when I figured our expenses this month, I completely forgot the rent!

Thorns of Secret Marriage

Abler and more creative students might successfully follow a pattern suggested in Resource Materials for Personal and Family Relationships and Child Development, distributed to Oklahoma teachers in 1956. Because it is impossible for Miss Blanche Portwood, State Supervisor of Home Economics Education in Oklahoma, to supply even a single copy today, she has given permission to the Illinois Teacher to reproduce the following material.

The material is divided in two parts. The first part consists of a listing of the advantages and disadvantages of secret marriages and elopements, derived from what would undoubtedly be a very lively class discussion. The polished form of the statements suggest that undoubtedly the students had recourse to books and pamphlets in order that their discussion might not be merely a pooling of ignorance and prejudices. Here is the list.

Disadvantages

Couple cannot establish a home of their own.

Couple cannot enjoy much more companionship than if they were single.

Sexual relations would have to be furtive and unsponaneous.

Couple might discover after a hasty elopement that they didn't know each other well enough to be ready for marriage.

Disagreement on important issues such as religious differences and problems arising from differences in family, economic and social background might be more difficult or impossible to solve after marriage.

Pregnancy would be an unhappy experience.

Elopement and a civil ceremony does not start a marriage on the right note of spirituality.

Couple might discover after a hasty elopement that they were not ready emotionally for marriage.

Couple might discover after an elopement that husband was not prepared to make a living for a family and needed more education or training for a trade.

Advantages

An emotionally mature couple who had known each other for a long time, but who were dominated by unreasonable parents might find it advantageous to elope.

In rare cases young persons who marry early "grow up together" and establish an unusual degree of pair unity.

The second part consists of a short skit, "Thorns of Secret Marriage," which is suggested as the type of dialogue which could be prepared as a culminating experience.

SCENE: A living room. Jane and Doris are sisters. As the scene opens, Jane calls from the door.

JANE: Sis! It's Jane. Where are you?

DORIS: Come in Jane. I'll be there in a minute. (Jane sits down and picks up a magazine.)

(enter Doris)

DORIS: Well, I finally got Billie settled for his nap. How are things at home?

JANE: As usual. Golly! Do I have a problem! I just have to talk to someone.

DORIS: Nothing could be as serious as you look.

JANE: Well, this is serious. Bill wants to get married right now and not wait until school is out. He thinks we should go to Tulsa and get the license this weekend, and get married next weekend. He doesn't want us to tell anyone until school is out.

DORIS: What do you think about it?

JANE: I don't know what to think. I'm so mixed up. That's the reason I came over to talk to you about it.

- DORIS: Mom and Dad think Bill is a swell fellow, and will be proud for you to marry him some time, but do you think you're ready to get married now?
- JANE: Really, it scares me to think about it. I've never felt about anyone else the way I do about Bill and I'd be happy just to be engaged to him. But, he has never had a steady job, and couldn't get one until he gets out of college.
- DORIS: You want him to finish college don't you?
- JANE: Sure. If he quits now, all of his work would be nearly wasted. But, That was the reason we were going to keep it a secret, so I could live at home and his folks would keep on sending him to school.
- DORIS: If you were married, could you be together anymore than you are now?
- JANE: Well, I guess not.
- DORIS: But you couldn't have any honeymoon! What about your physical intimacy and your adjustment to sexual life?
- JANE: I know. We thought we might have one night together. I was going to tell Mom that I'd spend the night with Sue.
- DORIS: Suppose she found out you didn't spend the night with Sue?
- JANE: I've thought of that. Mom and Dad would be sure to think the worst.
- DORIS: Not because they don't trust you, Jane, but because they do. But, a lie is a lie, you know.
- JANE: Yes, and my whole life would be a lie if I had to slip around to be with Bill. I'd feel so guilty--like I really were doing something wrong. And the gang would be sure to think something was fishy.
- DORIS: Have you thought about not having a pretty wedding? You enjoyed being my bridesmaid so much.
- JANE: Golly, I've been planning my wedding ever since you got married. Church weddings are so beautiful. Besides I don't know if I'll feel married unless Rev. Jones married us. He has been our pastor for so long.
- DORIS: Have you thought about what you'd do if you got pregnant?

- JANE: Well, we'd just have to tell everyone we were married in that case. When Ruth Smith got pregnant and had to get married, she told everyone that she and Jim had been married secretly for a year, but no one believed her. Do you suppose people would think that of me?
- DORIS: You know how people are! They love to talk and speculate.
- JANE: I just don't know what to do.
- DORIS: I know you can change Bill's mind if you decide it isn't best to get married now. The folks would love to give you a pretty wedding.
- JANE: It would be fun to plan and really star in a pretty wedding. And think of all the parties and showers I'll miss if we marry now.
- DORIS: Yes, and those wedding gifts sure come in handy when you're just getting started. I treasure all of my wedding gifts.
- JANE: I wouldn't even have an apartment to put wedding gifts in. You and Bob had such fun fixing your apartment up and moving in.
- DORIS: The decision is up to you, honey. No one can tell you what to do, but I believe you know what is best for you, and you really want to do the right thing.
- JANE: Yes, I guess I'd be cheating myself and Bill too, if I married him now. I'll think about it some more and talk to Bill about it. Thanks for letting me talk to you. "Bye for now."

Use of resource materials to achieve objectives

These three dialogues are selected for use with students who are contemplating early marriage. Many educators believe that any girl who is planning to marry soon should be encouraged to study family life education of this type, even though she has not reached the grade level when the course is supposed to be available.

Obviously, too, these dialogues are designed for three levels of ability in students. Only bright and mature students would be capable of producing, even as a culminating activity, "Thorns of Secret Marriage." Probably much valuable educational time has been wasted trying to get creative results from students who are simply incapable of such a level of performance. Authorities on writing tell us that effective dialogue is extremely difficult for even professionals to produce. Too often results are unsatisfactory to all concerned or the teacher does most of the thinking--and some of us were never cut out to be novelists! Objectives listed on pages 311, 312 and 313 are achievable, however, with the patient and continuous use of the available materials listed in our bibliography.

Suggested Ways to Achieve These Objectives

Until Sputnik triggered a storm of adverse criticism of public education, the ability to think had been generally taken for granted as an outcome. Until this assumption was recently put to the test of organized research, few leaders realized how seriously feelings or "values" got in the way of logical thinking. With mounting evidence that feelings tend to dominate facts, except in the purely intellectual realms of mathematics and science, the study of values assumes critical importance.

Identification and clarification of values

The first task of teachers and students in areas where values are an inescapable part of the subject matter at all levels is identification of their own. Certainly in our area choices and decisions are strongly influenced by values held! Consequently our whole curriculum needs to be organized so as to provide continuous opportunity for the expression and evaluation of values.

Dr. Gardner Murphy states that "Human relations will almost automatically be bettered if new ways of perceiving one's situation can be made available, not too solemnly, but with zest and humor, through stories, skits, movies." Such an unequivocal statement from so highly respected an authority gives us our first clue for studying values.

The annotated list of selected teaching aids in this article includes excellent help on films, film strips, and records that might be used by students to "perceive one's situation." But our experimentation suggests that brief skits and stories are preferable as a starting point for high school classes. They are cheaper, more immediately available, more likely to focus upon a single point, and far more flexible in use. They help to develop readiness for other media.

In studying values students can be asked impersonally, "Why did each person act as he did?" This one simple question, asked after any of the three dialogues by Helena Stainton has been presented, will enable students to bring to bear upon the situation their own feelings and experiences. Thus each becomes increasingly aware of the ways in which values govern all human behavior, including their own.

Time for individual thinking should be provided before group discussion whenever possible; occasionally each student may be asked to write his ideas on the motivations and reactions of the characters. These can then be compared with the ideas of others, either in the buzz sessions suggested earlier or in general class discussion. The varieties of points of view and of interpretation, carefully considered, will bring out the many ways of looking at the same situation.

An increase in personal insights and possible modification of personal attitudes cannot begin too early. A story for beginners must reflect

a real-life situation with which students are familiar. In using the two-page story, "Shall We Invite the Fathers?", found in Spoerl's Tensions Our Children Live With, only the first page may be read (or told) to the youngsters. At that point the teacher in the story suggests a postponed decision. Students, individually or in groups, may complete the story in a way that will divulge the inner motivations for different students' reactions to the problem in the situation in the story.

In most classes in junior high school the pressure driving the one girl to persistently resist group consensus will probably be attributed to several different causes, derived from the experiences of individual students. Since one out of every eight students today comes from a broken home, some will almost certainly relate the girl's attitude to a recent divorce, as does the author of the story, but all other possibilities should be considered with respect.

Out of such experiences students grow gradually to a mature understanding of the over-all concept that each of us is what our environment and our reaction to that environment have made us. Also, even the youngest in the group should have increased her understanding that feelings are a normal consequence of all situations where people interact freely.

Moreover, communication is central in good family relationships and needs to be cultivated. As the young students talked about this story on whether fathers should be invited, they came to realize that some solution to the problem was imperative. Since the majority had fathers and wanted to include them, one class worked out the solution of a widowed mother of one student inviting the divorced mother to attend with her. They believed that to this compromise the reluctant girl in the story would agree. Thus the techniques and worth of democratic "conference and compromise" were experienced in what easily remained an impersonal atmosphere.

Determination of sources of basic values

In our early agrarian civilization childhood learnings carried over well to adult roles and values. Today youth grows up in a climate of freedom, materialism and sex stimulation. Indeed, all generations need clarification of their present confusion in values.

Obviously values are not born with us; they are acquired in the process of living. But they do have a history and can be accounted for if we can look carefully at conditions out of which they developed. Some of the more important sources have been--

- Religious authority
- Secular authority or laws
- Superstitions, customs
- Personal experiences
- Culture of the social group

Eric Johnson's study of junior high school students and parents indicated sharp conflicts that are practically inevitable in a period of such rapid change. These included such aspects as--

Home responsibilities: How much? When? Who decides? How?

Based upon what values?

School work: Choice of subject? Home work? Marks? Expectations?

Choice of friends: Who is suitable? Have parents a right to be interested? How much? Conduct at teenage parties? Use of telephone?

Dating differences: When? How soon? How late? With whom? Where? How far? How exclusively? Sex education? Money allowed?

A cartoon in Duvall and Hill's When You Marry pictures a mother donkey saying to her offspring, "You're so disobedient, stubborn, contrary-- Mother's proud of you!" Such a clear-cut vision of parental values does not exist for humans, however. But it is possible for parents and their children to explore together the sources of their conflicting values and thereby become aware of why each feels more intensely about some standards than about others. Discussions in school on similar problems may help teenagers to initiate and participate in such discussions at home.

Standards learned at home, whether for or against a practice, are usually those most emotionally weighted. In But You Don't Understand, the story of "Cynthia Who Was Afraid Not to Pet" can be used to illustrate problems encountered by boys and girls upon whom families imposed excessive restraints and a fear psychology. Without passing judgment upon the parents in the story, students through the vicarious experience of interpreting the feelings of the characters described can learn why they have made certain judgments and perceive how they might modify their own points of view.

The fact that the author, Frances Bruce Strain, has included for each story guiding concepts evolved by specialists is of great aid ultimately to both teacher and students. Such recourse to authorities is advisable whenever possible. In a summary of a class discussion the teacher may point out principal areas of agreement and disagreement (even with authorities), the common conclusions that have frequently recurred though stated in different ways, and the points which she as leader may feel should be driven home for that particular group.

Perhaps that last sentence requires a word of caution. All teachers are human. Probably we cannot prevent our personal values from coloring our teaching. But we need to be honest and real ourselves if we are to create an environment for learning that allows students, too, to be themselves.

However, we can make an honest attempt to keep our own feelings within bounds. The teacher who is able to recognize the sources of his accepted values will understand their relative importance to him. For instance, a teacher of the Catholic faith might explain why he has strong convictions on birth control. Such feelings, brought honestly into the open, leave students free to express their beliefs just as openly.

Understanding role of values in directing lives

At the conference on New Knowledge in Human Values reported by Maslow, one conclusion of the research leaders present was that "We are in an interregnum between old value systems that have not worked and new ones not yet born, an empty period which could be borne more patiently were it not for the great and unique dangers that beset mankind." This state of valueness has been described as the lack of something to believe in and be devoted to. Every secondary teacher has become keenly conscious of the lackadaisical "couldn't-care-less" attitude of even their best endowed students.

For what comfort it may bring, another conclusion reached by these specialists was that "a science of human values, based squarely upon valid knowledge of the nature of man, of his society, and of his works, may be possible." Eric Johnson's chapter on "A Look at the Teenager's World" paints so depressing a picture of the future our present students face that we can only hope that this science will be possible--and soon!

In the meantime life goes on in the midst of daily crises, large and small. Too often teachers raise with students the question of "why do you behave as you do?" only in disciplinary situations. Even then, probably students rarely know the real reasons for their actions, so complicated has life become. Certainly they have no words to express the underlying value which they seek--establishing their own sense of identity.

Nor are they aware of how societal changes affect this value. For example, in the United States in which there is so much physical and social mobility, status identifications (in spite of Vance Packard) are naturally becoming less effective. As a consequence, striving for a sense of identity is being shifted more and more to the experience of conformity. This urge to conform, so logical to the adolescent, is, of course, baffling and discouraging to both teachers and parents.

Jacob Bronowski says that "If values are to be discussed in a useful way, then they must be discussed empirically, in the realistic setting in which they operate." Not yet ready to handle personal situations objectively, students can respond to the role of values in stories that provide concrete situations. In Frances Humphreville's collection of stories, The Years Between, appears a moving but true-to-life story, "The Torn Invitation" by Norman Katkov. Although the central character is a boy of fifteen, girls understand equally well why Harry Wojick's values and needs directed his actions.

In this same collection "Reflection of Luanne" by Marjorie Holmes deals realistically but dramatically with the problem of conformity mentioned earlier. High school students need no group discussion to understand the role of values in directing Marty's choices! They might feel like the ninth-grade boy who complained that "My father keeps insisting he's right when I have proven him wrong."

Ultimately through individual and group analysis of carefully selected stories or skits, students perceive concepts which give new patterns to the concrete in their own lives. They learn that we can speak about human

values but we cannot know them directly. We infer them through their expression in behavior. They perceive that differences in values are to be expected in individuals, even in family members. Hence, even in the same situation, various persons will react differently. Immature or "wrong" as some behaviors and their underlying values may appear, they are important to the persons involved.

Determination of the consequences of acting upon values

Acting blindly with no thought of possible consequences is a mark of gross immaturity, yet many adults persist in this practice. Intelligence gives us the capacity to forecast possible consequences of actions, and it is as effective and necessary in making value judgments as in acting on the basis of any hypothesis.

Although Eric Johnson grants the necessity for action in daily living, he urges everyone to take time for contemplation. "Too often we hasten frantically from activity to activity, so that we feel like the little girl who was trying to get to Sunday school on time. As she ran, she prayed, 'Dear Lord, please don't let me be late! Dear Lord, please don't let me be late,' until she stumbled, fell, and scraped her knee. She got up hastily, brushed herself off, and ran on praying, 'Dear Lord, please don't let me be late, but don't shove me!' We must not let ourselves be shoved by life; we must find time to contemplate, to consider the vital questions of value, both alone and with our children."

Although we must keep in mind that stories often must use an oversimplification in order to make one major point clear, they can help tremendously in creating self-awareness on the issue. And Maslow states that "Self-knowledge seems to be the major path of self-improvement, although not the only one."

In Tensions Our Children Live With, the short vignette, "Terrible Secrets" holds the rapt attention of students in junior high school, we know. We suspect that girls in senior high school might identify just as readily with the characters in the story if the locale of action mentioned in the first sentence were to be changed. As a matter of fact "age levels" for stories are almost meaningless if a fundamental principle is involved.

As students indulge in some predictions of the effect upon individuals of the different actions proposed, a skillful teacher can lead the discussion first in one direction and then in another, so that the situation will have both greater width and depth than youth alone could give it. In summary the teacher will emphasize the great importance in daily living of:

- Thoughtful analysis of a total situation
- Careful judgment of the consequences of possible actions
- Realistic expectations of the results of these actions
- Practical consideration of how to prevent such situations with new students in the future.

With the unceasing mobility of our population, the latter point has become increasingly important in most schools.

In seeking the attainment of this objective, "determination of the consequences of acting upon values," there is a decided advantage in using impersonal school situations. When home and family situations are discussed, students' identifications with characters' problems frequently require exposing home conditions better left for consideration in an individual conference or for a home visit. If a student reveals more than he intended, he later realizes it and tends to withdraw from future discussions or assumes a self-protective belligerent attitude in such discussions.

In the list of American Theatre Wing Community Plays available, the script, "The Ins and Outs," is even more strongly school-oriented. It features the courage of a student in the in-group standing up for a rather obnoxious classmate in the out-group. The consequences of thus acting upon his value of getting the classmate accepted by the group are shown in the way the hostile student gives up his usual boasting and defensive bluster to be honest with others and with himself.

In Lawrence K. Frank's discussion guide that accompanies the sketch by Nora Stirling, Dr. Frank makes the point that "There cannot be any 100% agreement or majority decision on the sketch since each adolescent boy and girl will only learn what he or she is able to accept from the sketch." Recent research would suggest that such acceptance and learning is heavily dependent upon each student's listening. Of the time we spend in verbal communication, 45% is spent in listening.

Dr. Ralph Nichols at the University of Minnesota has discovered that at a conservative estimate, most people operate at a 25% level of efficiency in listening to a ten-minute talk. The longer the talk, the less the listening comprehension. Since even the briefest story or skit usually exceeds ten minutes, the improvement of listening efficiency would seem to be a "must." And the continued zest for learning that research has shown is fostered by the use of case studies would seem to provide promising motivation for improved attentiveness.

"Oh, NO! Not another responsibility to be assumed by busy teachers of homemaking and family living!" you may be thinking. Well, at least, you might like to consider the following suggestions recommended by Dr. Nichols to all teachers. They do show surprisingly good results, we've found.

- * Demonstrate good listening yourself, even though the material you are hearing may be familiar. Heed your students' answers!
- * Keep listening an active process by specifying how what is heard is to be used. Often provide specific questions as student guides.
- * Reduce distractions for yourself and students. Good listeners must concentrate--and too many of us have the "TV habit."
- * Recognize the differential between the speakers in a skit or the reader of a story at 100-125 words per minute with the

easy thought speed of the average listener at 400-500 words a minute.

- * Take time to deliberately teach listening techniques to students in all classes. Where values and feelings are involved, complete and accurate listening is particularly vital. But probably some of the weird misconceptions found on examination papers come from inadequate listening to facts, too. So teach your students to try to:

Hear every word

Note what occurs to them as being omitted

Interpret and evaluate what is said as speaking goes along

Anticipate what will be said next

Tentatively summarize in terms of questions provided, but keep changing with new evidence

- * Take time to evaluate listening efficiency as a part of total growth to be gained from an experience:

First ask for recall and description of what was heard

Ask a student to do any repeating that seems necessary

Point out where individuals may have gone off on a mental tangent

Identify where some one has reported unconsciously not what he heard but what he thought

Recognize good performances, indicating what made them good

Of course, teachers of home economics bear only their share of the responsibility for teaching students good listening habits. There is need for carefully graded training throughout the school years, and teaching aids are already available for use in the elementary school.

Until students with such systematic training appear in high school classes, the arts of communications must be taught as best each instructor is able to do so. Moreover, teachers at the college level cannot take good listening for granted! Dr. Nichols reports that in universities students recall only about half of a ten-minute lecture. Retests later show only about a 25% recall. With so much of "love's labor lost," training does seem worth the time necessary. In business and industry, too, research studies indicate that because of inadequate communication often neither management nor workers understand very much of each other's hopes and values. Might not this conclusion be extended to the larger international scene?

Development of the ability and desire to appraise their own values

We know that emotional learning is essential if the capacity to take responsibility is to be fostered. This learning inevitably needs to include empathy and understanding of others' feelings because reconstruction of personal values has to take place in everyday group situations. Here is just one episode from some skits on "The Will B. Mature Family," originally

distributed by the National Association for Mental Health in 1951 but apparently no longer available. Many excellent materials can be secured, however, from this Association at 10 Columbus Circle, New York 19, New York.

Episode 1: Breakfast Is Ready

Setting: In the W. B. Mature home - Monday morning

Mrs. W. B. Mature, commonly referred to as "Mother," has just called the family to breakfast; is in the midst of sandwiching two school lunches together; feeling imposed on because neither her spouse nor any of her cherubs have even offered a helping hand.

Mr. W. B. Mature has been up for a few minutes, perusing the morning paper. He saunters into breakfast on the second call, looking as though a cloudburst had been predicted, and complaining as he approaches the soft boiled egg before him, "Why didn't you fry it, honey?"

Wana, age fourteen, somewhat detained at the mirror, comes tripping into breakfast on the third call. A heavy scent of Mother's perfume greets the nose as she makes her entrance. And what greets the eye? You might guess: an upsweep coiffure becoming a woman in her middle thirties.

Willie, Jr., age six, bless his little heart, has chosen this morning to fret about leaving for school. He walks into breakfast half-washed, tummy hurts, and untied shoes. Then he faces his fruit juice with, "I'm not hungry."

Bea, age three, little angel-face, is sitting next to Daddy this morning, playing with her cereal; and, feeling ignored, proceeds to pour her fresh cup of milk in equally distributed portions on the table and floor, while Daddy absent-mindedly gulps down his own morning cereal.

You've met the family--and now--

Problem: We are looking at this family through the eyes of Mrs. W. B. Mature today. We will all take the role of Mother and assume she is about to use her head this Monday morning; wants to preserve marital accord not discord; get Willie to school on time; get Wana into an attire befitting her age; and influence Bea back to some resemblance to table manner conformity--how does she handle:

1. Her husband's behavior
2. Wana's behavior
3. Willie, Jr.'s behavior
4. Bea's behavior

Mrs. Mature had thirty minutes to solve this set of problems this morning--7:00 a.m. to 7:30 a.m.--using only one head, her own. We will take twenty minutes to solve the same set of problems, using six heads per group.

Psychologists tell us that even in the best of us there is bound to be a lot of "ego-protection." Consequently, when we are trying to help students appraise their own values, an indirect approach to the problem seems advisable. Junior high school girls, for example, can look more objectively at Wana Mature's conduct and the total family situation than they possibly could at their own.

Helena Stainton has also used the oblique approach for senior high school girls in "Going Steady." In this skit the dialogue presents a grandmother raising courteous but thought-provoking questions about Kathie's pattern of living while her parents contend that Kathie's a "good" girl but appear to be afraid to discuss with her possible consequences in order that Kathie herself may appraise her values. Since this discussion takes place after Kathie has left for a dance, students' identification with her is avoided and the objectivity of their consideration of the problem is thereby greatly increased.

One principle about exploring values in schools that is supported by all specialists is that teaching must be developed in relationship to students' ability to understand and to articulate concepts involved. Experimental classroom work gives evidence that even before junior high school children can begin to talk about how characters in a story feel. More complex problems such as "going steady" require an advanced readiness in the students.

The teacher's difficulty is to identify the "teachable moment" when students can recognize the realistic quality of a problem but before personal emotions become so deeply involved that objectivity is impossible for individuals. For instance, the "teachable moment" for exploring the pros and cons of going steady will vary in different schools and even for different class groups within the same school.

Critical examination of methods of acquiring and changing values

Just as market analysts have proved that most people do a great deal of "impulse buying," so can students discover that they tend to do impulse valuing. In "Thorns of Secret Marriage," reproduced earlier in this article, the worth of questioning such impulse valuing is obvious. Yet you will note that Jane is still left undecided and Bill has not yet been even approached about changing his ideas!

Dominant social pressures for early marriage in most high school groups and the current trend for conformity seem to sanction the couple's value judgments, we must realize. This cultural conditioning increases the difficulty of change. Our population used to have large areas of common values. Due to our present fluid society, the number of these is now decreasing rapidly.

Can we and should we try to do more than help adolescents examine the nature of the conflicts between emotional values and sober realities? Teachers' values tend toward scholarship, long-range goals, conservative processes. Students' values lean toward beauty, marriage, material success,

immediate goals, and sometimes unconventional processes for achieving these goals. We know that we cannot hope to develop a maturity in an adolescent which involves an acceptance of adult values before the individual has reached that over-all level of growth.

Florence Reiff, speaking at the December meeting of the American Vocational Association, said, "In our past fifty years home economics has covered itself with both honor and confusion. Each of these we have earned! Let's rid ourselves of the confusion and add to the honor! So many times the right way is taught to the wrong people! Are there not many right ways? And if we are really trying to teach decision making, are we not obligated to present many different approaches to a problem with the ultimate decision for personal satisfaction left to the choice of the learner?"

This choice, for better or worse in every situation, rests on the cumulative experiences of each student. Marjorie Carter's "First Car" in Teen-Age Tales, Book 1, offers senior high school students an example of a boy who "wanted a car so badly that he prayed for it." Yet, in a show-down, he placed other values before it! This is no "goody-goody" tale but a grimly realistic account with which students identify readily. During a class discussion of Allen's decision, every teacher is likely to be hard-pressed to follow Miss Reiff's recommendation for individual freedom of choice!

Awareness of the impact of conflicting values in American culture

Perhaps a salutary experience for a teacher of homemaking and family living would be to read and ponder on the case study, "A Visit on River Street" to be found on pages 24-27 in Case Studies in Human Relationships in Secondary School. As is explained in the next section of this article, these case studies are focused upon the teacher's guidance role. Many teachers have made home visits that almost duplicate the conditions found on "River Street" but they may not afterwards have taken the time to seriously consider such questions as appear at the end of this case study.

In Alice Consumer in Wonderland, Alice buys a dress that has a distinctly fishy odor whenever the weather is warm. Angrily she returns it. She also remarks, "Why do they say things will look well without ironing when you wouldn't wear them to a dog fight?" To this the clerk, Ina Fabric, replies, "Not everyone looks as well groomed as you do, you know. But one thing that makes it hard to label fabrics accurately is that you and other women want to try new products before we know enough about them to tell you what you want to know." Whose to blame--manufacturer, retailer, consumer?

Dr. David R. Mace in "Marriage by Arrangement" In McCall's, August 1959, presents an intriguing report on the values of girls in India as compared to current conceptions about love and marriage in this country. Sharing of the benefits of unfamiliar value systems further stimulates students' awareness of unique differences in cultures other than their own.

Of all the nine recommended objectives, developing this awareness is by far the most readily attainable. Indeed, contradictory beliefs and actions are often more clearly perceived by sensitive adolescents than by their adult instructors!

An open-minded attitude toward those who hold different values

How to develop such an open-minded attitude is the \$64 problem! Indifferent tolerance is certainly not the solution. The world will never again be as it was, and what it will be depends upon the way we meet the present. A new type of person is needed to live in the world of today and tomorrow, one who can learn to cherish diversity, to develop strength through differences.

Although Gay Head's "Calling All Cars" in Teen Tales, Book 2 is a completed account of five family members' struggle over the use of one car, it lends itself beautifully to an open-ended presentation. "Teams" of junior high school students, appreciating the humor and realism of the situation, enjoy developing their proposals for solving the problem. Upon later discovering Miss Head's inclusion of a "family council," some youngsters may even decide to reconsider that idea.

When a problem presents more serious ramifications, obviously it belongs in senior high school in accordance with the principle of providing learning experiences in a sequence of increasing difficulty. Human Relations Aids, a division of MHMC, Inc. 104 East 25th Street, New York 10, has just published Help Wanted, a play about family reaction to a mother's proposal to work when she does not need the money. The charge of \$1.25 covers a single copy of the play and a discussion guide for the teacher. Many facets of this controversial problem are examined but no pat answer is offered. Student involvement is intense; curiously enough, boys seem to find an "open-minded attitude" even more difficult than do girls. More mature class members might be encouraged to speculate on possible reasons for this difference in feelings.

"Can a person become too open-minded?" is a question puzzling even adult philosophers today. Ralph Linton theorizes that every society, to attain strength and stability, must have two sets of values--"universals" which are accepted by practically all, and "alternatives" which permit a variety of choices. Many fear our nation is in serious danger because of a decreasing core of shared values and increasing conflict between the growing number of alternative values accepted by individuals.

Faced with this situation, parents are feeling concern over when and how much they should insist upon their own values and standards and to what extent their children need the opportunity to develop their own or accept the values of their peer group. "Let's Go Shopping" by Judith Menken in Monologues for Group Discussion, Volume II offers an amusing example of this dilemma and the shifting relationships of adults and teen-agers. Small wonder, then, that so many of our students come up with little but confusion and have failed to develop any satisfactory value systems for themselves.

A workable and consistent philosophy of life

At the recent White House Conference a professor at Notre Dame University warned, "Although the educational process should encourage freedom of investigation and communication, it must not leave the student without a set of values. The temptation of the intellectual is to be so open-minded that he becomes wishy-washy, unduly cautious, safe, indecisive, and detached." In a nutshell, valuing as well as thinking must be a part of the school program.

This account of experimentation with case studies found in stories and plays is not intended to imply that thoughtful study of these will eradicate stereotypes, remove prejudices, change individuals' philosophies! But study can heighten a student's awareness of his attitudes and values, and may help him to take account of their effects upon others in real-life situations. Concomitant with self-awareness is an increased understanding of others' behavior, motivations and values.

Of course, values derived from case studies vary widely. No one--neither teacher nor student--can ever know or predict surely in advance all of what may be discovered in the examination of a case situation. Not infrequently the focus or insight which is most valuable to many of the students will be unanticipated!

In all honesty

Exploring values with teen-agers is not easy! But if our discovery--that values held get in the way of clear thinking by students--is generally true, no objectives in the school program could be more important for individual welfare and national survival.

All teachers, not home economists alone, need to learn far more than they now know about how to help students study their values. But consistent use of available stories and skits would seem to be a good start and possible for any teacher. Many of the teaching aids described in the following pages or others equally helpful will be found in school and public libraries. Other resources can be located by an alert teacher in a cartoon or human interest story from a newspaper or periodical. Picture magazines often contain amusing or semi-tragic illustrations of "value-weighted" situations. If a library of appropriate tapes or records is available locally, an occasional use of these adds variety.

In future issues of the Illinois Teacher further explorations in helping students to study values will be reported periodically because this area is increasing in importance so rapidly. In the meantime, perhaps all of us should accept that we will be in the position of the mother who had raised a question in a parents' discussion group. After some talk back and forth among members of the group, the leader put in a few words of her own, then turned to the mother who had asked the original question. "Does that help any or are you still confused?" she asked. "Oh, I'm still confused," was the answer, "but on a much higher level."

Aids For Good TeachingShort stories for discussions on values

Spoerl, Dorothy T., Editor. Tensions Our Children Live With. Beacon Press, 25 Beacon Street, Boston 8, Mass. 1959. \$3.50.

Fifty-three short stories of youngsters facing common situations of tension at home and at school. Each of these is supplemented by questions for consideration and suggestions for acting out "endings," many of which are definitely not built in for the reader. Because of this, the stories offer a real challenge to students in junior high school, although originally designed for elementary grades. A comprehensive and excellent collection.

Strain, Frances Bruce. "But You Don't Understand." Appleton-Century-Crofts, Inc., New York, N. Y. 1950. \$3.50.

Twelve short dramatic stories of normal teen-agers in more or less serious predicaments probably even more common in 1960 than in 1950. Although Mrs. Strain is usually thought of as a specialist in sex education, these stories are not focused on this aspect. In addition to the excitingly written stories, Mrs. Strain provides 49 pages of suggested interpretations of the stories as a reliable background for the teacher.

Strang, Ruth and Roberts, R. M. Teen-Age Tales, Book I and Book II. D. C. Heath and Company, Boston, Massachusetts. 1954. \$2.00 each.

Each book offers a collection of popularly written stories adapted to the ability of teen-agers who are able to read only the simplest words and sentences. Originally designed only to lure reluctant students into an unexpected enjoyment of reading, some of the stories dealing with personal and family situations have proved to be excellent sources of value studies for slow learners. For each story the adapters provide a variety of thought-provoking questions in equally simple language. In Book I are 79 pages and in Book II are 125 pages devoted to stories that might be appropriate for boys and girls in somewhat similar situations.

Humphreville, Frances T., Adapter. The Years Between. Scott, Foresman and Company, New York, N. Y. 1953. \$2.00.

Although the twelve stories in this volume have been written by professional writers, including Jesse Stuart and Margaret Weymouth Jackson, they deal with common

concerns of teen-agers and have been selected to help adolescents to understand themselves and other people better. The stories, averaging about 29 pages in length, provide easy reading material arranged in a sequence of difficulty by a reading specialist. Group discussion to develop in students new insights into their values is recommended, but no questions are suggested.

Lloyd-Jones, Esther; Barry, Ruth; and Wolf, Beverly, Editors. Case Studies in Human Relationships in Secondary School. Bureau of Publications, Teachers College, Columbia University, New York, N. Y. 1956. \$2.00.

Twenty-six cases of school-student relationships that represent very frequent problems in junior and senior high schools. Originally found in a large collection prepared for the training of guidance workers, these cases proved to be so effective when used with students that they have been published separately for use in any high-school class studying inter-personal relationships. Many thought-provoking questions follow each case study. From these the teacher may select those appropriate for her particular class.

Grossman, Jean Schick. Brief Encounters in Family Living. The Play Schools Association, Inc., 41 West 57th Street, New York 19, N. Y. 1959. \$.75.

Ten realistic family life stories briefly told but followed by ways to work out such situations with satisfaction to each member of the family. Senior students in a unit, "Preparing for Parenthood," may first try to analyze the situation in the story, propose solutions supported by knowledgeable reasons, then compare their reasoning with that supplied by the author. This little volume is equally effective for use in child study groups of parents. Mrs. Grossman's skillful, reassuring presentation of the principles involved is extremely helpful to busy teachers, but no questions are provided.

Playlets for Discussions on Values

American Home Economics Association. Home Economics on Stage: Family centered scripts and programs for radio, TV, and other presentations. American Home Economics Association, 1600 Twentieth Street, N. W., Washington 9, D. C. 1957. Fifty cents.

In addition to suggestions on techniques and topics for such programs, there are brief but complete scripts for the following.

"The Family Council"

"Buying the Family's Food"

"Shop Along With Me" (Girls buying a dress)
 "Wishing Won't Make It So" (Washing dishes
 after a snack party)

Wood, Mary. Alice Consumer in Wonderland. American Home Economics Association, 1600 Twentieth Street, N. W., Washington 9, D. C. 1957. Twenty-five cents.

A narrator explains the rapidity of change, and four short scenes illustrate provocatively the resulting buying problems of Alice and her friends.

"Buying a Rebuilt Vacuum Cleaner through an Advertisement"

"The Pros and Cons of Trading Stamps"

"Labels on Fabrics"

"Buying a Bleach for Resin-finished Cottons"

LeShan, Eda J. Monologues for Group Discussion. Education Department, The Guidance Center, 81 Centre Avenue, New Rochelle, New York. 1959. Fifty cents per volume.

Volume I contains three brief monologues by mothers of children aged 3 - 7 years; volume II, monologues by mothers of youngsters aged 8 - 13 years. Written by Judith Menken with discussion suggestions by Dr. LeShan, they were originally intended for use by parent education groups. However, they have proved to be surprisingly effective with adolescents trying to clarify values of themselves and others. Humor, a light touch, and hearing only one-half of each conversation seem to contribute to their sharp focus.

LeShan, Eda J. Dramatic Readings from "Anne Frank: The Diary of a Young Girl." Education Department, The Guidance Center, 81 Centre Avenue, New Rochelle, New York. 1959. Twenty-five cents.

Short excerpts from the diary, written two years apart, offer poignant differences in Anne's efforts to grow up under conditions of terrible stress and strain. Yet apparently carefree American adolescents readily identify themselves with these problems of Anne. The discussions stimulated give striking evidence of the strength of "Juvenile Decency."

Stirling, Nora. American Theatre Wing Community Plays. National Association for Mental Health, 10 Columbus Circle, New York 19, N. Y. 1949 - 1958. \$1.25 for a single copy of each play.

The dramatic yet very realistic dialogues in these 25-minute plays appeal to high school students rather more than do books of fiction. Excerpts are often possible to use successfully in presenting a single conflict in values when there is neither time nor funds for a total play.

A packet of enough scripts for each actor and for a director costs about \$5.00 per play, but is necessary and worthwhile if a class decides to use one of these as a program for an assembly of students or for a PTA group. The titles and general subjects treated are the following. Watch for additions to these as time goes on. New ones are included in the packet service of Human Relations Aids, an \$8.00 annual subscriptions service which school libraries often have.

Space does not permit an inclusion of each plot. There is a great variety in the families represented, but the basic problems presented are common to all socio-economic levels. Hence students find them absorbing reading and readily identify with the characters, no matter what the age. Another great advantage of these plays is that all have a specially written discussion guide designed to help discussants derive the greatest value from each play. For the first seven plays mentioned, these guides were written by Dr. Nina Ridenour, Director, Division of Education, The National Association for Mental Health. Dr. Lawrence Frank, the well-known authority on family life, prepared guides for the last five plays listed.

The Daily Special is a lively play about the rights of every member of the family when interests conflict. 1958.

According to Size is a play designed to show different attitudes toward the discipline of small children. 1958.

What Did I Do? shows the feelings of personal responsibility and guilt that tend to trouble parents when their children misbehave, and how and why youth may get involved in vandalism. 1957.

Tomorrow Is a Day is a play about building self-confidence in children so that as teen-agers they will feel reasonably secure. 1956.

Random Target is another play concerned about discipline in the home and makes the special point that youngsters need to express their feelings of anger and hostility if they are to develop into mature adults. 1954.

Case of the Missing Handshake is a dramatic sketch of the inconsistent behavior of pre-teen-agers. 1952.

The Room Upstairs is a dramatic and touching illustration of how two generations can live together and avoid friction when each understands why the other acts as she does. 1951.

And You Never Know presents the everyday problems of a perfectionist mother and a teen-age girl jealous of her popular younger sister. 1951.

Scattered Showers pictures the different climates of the homes of three pre-schoolers as their mothers visit on a park bench. 1949.

Fresh Variable Winds presents by a sorry contrast what ten-year-old boys and girls need from their parents. 1949.

High Pressure Area is about two teen-age girls tempted to embark on an unwise escapade, and how the values of their parents determine their final decision. 1949.

The Ins and Outs revolves around an experience that is as painful as it is familiar to most high school students--the relationships of the "Ins" with an "Out" who tries to belong to the group but is excluded. 1949.

Socio-Guidramas by various authorities. Occu-Press, 498 Fifth Avenue, New York 17, N. Y. Twenty-six titles available in 1960. Other titles of series in preparation. Fifty cents per copy.

The general focus of these playlets is on personal problems although inevitably the home and school enter the picture because the protagonists are students in junior and senior high schools. Each is twelve pages in length, making them about half as long as the American Theatre plays. The language is "jazzed up" and the concepts somewhat oversimplified, but there is no denying that they are appealing to and effective with students of limited ability. Their very exaggeration enables the less able mind to grasp an idea which might be invisible if presented more subtly. Sets consisting of one copy for each role and one copy for the director are available at a 20% discount if a playlet were chosen to be given on a program for students and/or parents. The twenty-six titles now available follow.

- No. 1. After High School - What?
Shall it be college or father's business?
- No. 2. Ma and Sue - On a Job Interview
To go or not to go with daughter on job interview.
- No. 3. High School Wedding Belle
Is high school senior ready for marriage?
- No. 4. "A" is for Brother
Athletic, non-studious brother versus studious, non-athletic brother.

- No. 5. Mike, the Mechanic
Mother orders - "...be a professional, not a mechanic."
- No. 6. Late Date
Daughter's dating hours disturb father.
- No. 7. Confidence - Zero
Mother seeks perfection, child's confidence becomes a casualty.
- No. 8. "But Dad, Everybody Drives!"
Parents fearful, refuse son use of family car.
- No. 9. I.Q. High - Ambition Low
Parents complain: son loves fun, views studies with disdain.
- No. 10. Who's Delinquent?
"Prankish" adolescent clashes with "cranky" neighbor--result: tumult.
- No. 11. Your Friends - Who Chooses Them?
Mother insists on choosing daughter's dates: objection raised.
- No. 12. "Granny, This Isn't 1890."
Three generations under one roof: granny acts, granddaughter reacts.
- No. 13. Trust - Absent
Teen-ager complains: parents don't trust him.
- No. 14. Shall We Go Steady?
Father vetoes teen-agers' going steady, insists they aren't ready.
- No. 15. "Do's and Don'ts" on Dates
Teen-agers on a date; they debate, insinuate, then separate.
- No. 16. Bottle of Trouble
Strong drink brings strong words from parents.
- No. 17. Jill and Perry Go Military
Seniors discuss quitting school to join armed forces.
- No. 18. "Look Who's Smoking!"
Daughter caught with cigarette in hand, mother takes a stand.

- No. 19. Parents Can Be Problems
Parents argue, son refuses to take sides.
- No. 20. Telephonitis
Daughter glued to telephone, father's temper full-blown.
- No. 21. Timid Teen
Shyness hampers student's social activities.
- No. 22. Too Young To Date
How old should dating girls and boys be? Parents, daughter disagree.
- No. 23. "Every Kid's Got One."
Should parents give their child everything he wants?
- No. 24. Career Choice - When?
Decide now, father insists; son undecided, resists.
- No. 25. "Cheat!"
Who's cheating--daughter, son, mother, dad?
- No. 26. Mama is the Boss
Papa is henpecked, family life is wrecked.

Films and filmstrips for discussions on values

Audio-Visual Aids Service. 1959-60 Home Economics. Division of University Extension, University of Illinois, Urbana, Illinois. 1959. Free on request.

This catalog lists the details on about 600 films currently available in the University's audio-visual library. New titles are added constantly, of course, as they become available. Many of the films present materials pertinent to teaching clarification of values in the various aspects of home economics; those concerned with personal and family relations are particularly helpful in this regard. Films may be rented from one to five days at the same basic rental rate. This provides ample time for previewing, using one or more times, and even a later reviewing. Audio-visual authorities believe that thorough utilization of one carefully selected film is far more worthwhile than casual, sketchy use of several films; hence the longer-than-usual time is provided for the same money.

LeShan, Eda J. Selected Films for Program Planning in Family Life Education. Education Department, The Guidance Center, 81 Centre Avenue, New Rochelle, New York. 1959. Seventy-five cents.

This publication offers sensitive and lengthier annotations of those 78 films reviewed between 1955 and 1959 that have seemed to be most successfully used at the Guidance Center. A yearly supplement will be sent free on request to those who purchase this publication. Original resources for film rentals are listed.

Friedman, Irwin J. and Wagner, Joseph. A Handbook on the Selection and Use of Family Life Films with Discussion Groups. Department of Child Development and Family Relationships, New York State College of Home Economics, Cornell University, Ithaca, New York. Second edition, August, 1959. \$1.00

About ten pages of this 74-page booklet are devoted to annotations of recent and highly rated films on family life. The remainder of the publication contains excellent aids to teachers leading group discussions of adults on parent education. The ideas are so clearly and simply stated that they can be readily used by lay as well as professional leaders. They also would be helpful to high school teachers who are interested in helping their students identify and clarify their values. The techniques of goal setting, of selection and use of films to stimulate discussion, and of guiding fruitful discussion are presented in detailed and unusually practical form.

Lohr, Inez D. Selected Films on Child Life. U. S. Department of Health, Education, and Welfare, Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C. 1959. Thirty cents.

This small bulletin provides brief annotations of 300 films now available in the field of child welfare. Depth, rather than breadth, is offered in this listing, since many of the films deal with severe health problems, juvenile delinquency, community welfare activities, children of other countries, etc. Many of these films are products of and can be secured only from State Departments of Health and/or Education or from State Societies for Mental Health. For example, our own Film Library, Illinois State Department of Public Health, 400 South Spring Street, Springfield, is listed. Another example is "Expectant Parents, Meet Pierre, the Pelican," which shows methods for developing use of monthly prenatal letters for expectant parents put out by the Louisiana Society for Mental Health. If you would like to be kept informed about new listings, upon request your name will be added to the mailing list of the Children's Bureau in Washington.

Records of authentic folk music for developing values

Folkways Records and Service Corporation, 117 West 46th Street,
New York 36, New York.

Folkways Americana, 10-inch records, about \$4.25 per record
Ethnic Folkways Library, 12-inch records, about \$5.95 per
record

International Series, both 10-inch and 12-inch records at
similar prices

Children's Series, 10-inch records, about \$4.25 per record

Books of help to teachers for instruction concerned with values

Johnson, Eric W. How to Live Through Junior High School. J. B.
Lippincott Company, E. Washington Square, Philadelphia 5, Pa. 1959.
\$3.95

A man of good will and with a fine sense of humor wrote this recent book with the avowed purpose of helping parents and teen-agers understand the baffling variations in junior high school students. Many parents and students contributed to the fascinatingly frank content through questionnaires and interviews. The author, head of a junior high school, provides witty reporting and wise insight. Delightfully readable and a rare source of pungent illustrations on adolescent and family values, this book seems to have only one serious limitation, the youngsters are average or above average, the homes are of the upper-middle class.

Friedenberg, Edgar Z. The Vanishing Adolescent. Beacon Press,
25 Beacon Street, Boston 8, Mass. 1959. \$2.95.

The adolescents described in this small book are in many ways the opposite of those reported on by Dr. Johnson. The content of the volume is made up of original observations of an experienced social scientist. The point of view is deeply compassionate.

Since this is so recent a book, it is entirely possible that it may not be in your library. Ask your librarian for any reference that may be available as a substitute. The Friedenberg book was selected to give you a sympathetic picture of older, tougher adolescents, the kind that most instructors from middle-class homes find hard to understand.

Kiell, Norman. The Adolescent Through Fiction. International
Universities Press, Inc., 227 West 13th Street, New York 11, N. Y.
1959. \$5.00.

Fifty-four selections from novels of adolescence are analyzed to provide sharply focused vignettes of adolescent development and behavior. Through the creative writer's imagination the reader is enabled to perceive aspects of adolescents' growth with an intensity and clarity that no technical text on psychology of adolescence is able to provide. Such perception is of great help in giving security to a teacher who is trying to aid boys and girls to understand themselves in terms of their values.

Values today are a conscious part of the whole school program

One of the criticisms sometimes leveled at teachers of home economics is that they act as if they, and they alone, are responsible for the personal, social, physical, and emotional growth of their students. Recently an authority suggested that the same conviction lay back of so much miserably ineffective teaching of English. Actually, common sense tells all teachers that each is attempting to further the human development of every student through the content of his particular field.

The beginning English teacher at New Trier Township High School illustrates this combination of content and human relations well in the following remarks from Time, March 14, 1960.

"Everything goes back to this general aim: to make students more effective as human beings."

"So much misunderstanding in the world is based on the inability of someone to express his true feelings to somebody else."

"I want to see both good structure and an exciting use of words."

To achieve her students' growth in English and human development, she not only teaches literature but also requires and scrupulously evaluates 100 themes every week--one from each of her students. To do this she reported that she works approximately 90 hours per week. Experience undoubtedly will help her to reduce her load but hardly to any 40 hours!

The study of values, as a teacher gains experience in the techniques suggested in this article, becomes so deeply rewarding to teachers as well as students that there is a genuine danger that the content of homemaking and family living may receive too little attention for balanced learning. Identification of the characteristics of new textiles belongs in the home economics curriculum; so does identification of values revealed by an expenditure record of an individual, for example. Practice in planning balanced meals is every bit as important as practice in handling human relations effectively. Some research seems to suggest that, at least for a time, most teachers would not err by increasing their emphases on human relations. Why not ask yourself: Am I maintaining an appropriate balance between home economics and human relations in my teaching?

"To know what to do is wisdom;
Knowing how to do it is skill;
Doing the job as it should be done
is service."

HOME AND FURNITURE DESIGN--"MATERIALLY SPEAKING"

Robbie Blakemore
University of Illinois

This is an era which exhibits an immense proliferation of materials and methods. It is an era of steel, of aluminum, of technically-improved wood, of versatile and easily molded plastics. It is an era in which apparent lightness and sculptural forms are products of these materials and methods not only in architecture but in furniture as well.

What does this mean to home design? How does this subsequently affect furniture design? It means that our homes are designed with greater flexibility. It means that within minimum space we plan and care for a variety of functions. It means that we frequently are confronted with new forms both in architecture and furniture design.

What materials are used for homes to create these new forms in design?

Structural steel and reinforced concrete are advantageous in that they will span great distances easily and economically. Space may be enclosed with a minimum of interior supports. These materials allow the architect to make wall openings of any size whereas in traditional building the width of an opening was dictated by the distances that could be spanned by a stone or wooden lintel. A direct result of wider window openings has been that windows themselves have improved, for example double-sealed glass and the glass block that accepts or rejects light rays of different angles. Both cut down on heat transmission because both have dead air space.

Reinforced concrete, through newer fabrication techniques, is used to precast houses in sections, roofs are poured on the ground and lifted into position, and entire houses are poured in place.

The wood industry has kept pace in the building industry through technological developments which have given it new life as a building material. Glue-laminated beams (layers of wood glued with the grain running parallel and bonded with synthetic resins) because of their high structural strength and great load bearing capacity make possible the elimination of interior bearing walls. Therefore flexibility in the house plan is made possible.

Plastics, while not a material commonly used for an entire house, offer in the future a startling approach to housing. They will bring curves, and houses will be even more colorful. The molded arches are stronger and more economical than beams.

How do these design features influence interior design and furnishings?

When the above design features--features for which materials and construction techniques are largely responsible--are examined, it becomes apparent that trends in interior design and furnishings not only follow the big brother architecture but that the same technological advances and industrialized processes are responsible for each.

The disappearance of the solid weight-bearing wall introduced a new flexibility in planning, since walls and partitions are placed independently. With this trend, it is necessary for furniture to look well and function properly in the open. No longer is furniture necessarily backed against the solid wall.

Windows are grouped in low horizontal units, or whole walls are of glass; and, therefore, when furniture is grouped in front of windows it must be low. If it is necessary to have more drawer space, then the units must be strung out.

Do social and economic factors influence home and furniture design?

The determination of new forms and trends cannot be solely attributed to materials and contemporary techniques, since prevailing social and economic patterns and modes contribute also.

The fact that houses are smaller, a trend dating to depression years, has given contemporary furniture some of its direction. Ingenious space-saving and versatile furniture made of easy-to-maintain materials is designed to fulfill this need. A proper scale relationship is necessary for it to fit in small areas. The lightness so characteristic of architecture is a distinctive feature of furniture, too. Our modern scientific materials make this airiness possible, because they lend themselves to exact calculation. Since the minimum size of parts is exactly calculable, our contemporary approach to design is one of exploiting balance and eliminating all but necessary materials. No longer do we rely on mass of material for stability.

Houses, in addition to being smaller, have fewer rooms. Rooms, of necessity, function for more than one purpose and so must furniture. Multi-purpose furniture meets these requirements--end tables function as storage for bedding, dining chairs are often used for general seating, the dining table functions not only for dining but also as card-table and desk.

We are a mobile people, so we see a trend away from "suites" of furniture designed specifically for one room. Such an investment becomes unwise when the family moves to a new dwelling which has multi-purpose areas. The wise consumer of contemporary furniture buys pieces which are flexible enough to be used in a variety of places and for a variety of purposes.

What are some of these materials which are revolutionizing furniture design? How are they used?

Structurally, steel has become an important material for the furniture designer. It is a steel base connected to a molded plastic armchair with rubber shockmounts, it is a steel angle frame for tables or chairs, it is a chair of steel sheet holding molded plastic

upholstery, it is welded wire utilized to produce a chair with upholstery which can be snapped on and off for cleaning. Steel can now be integrally colored, molded, stamped and pressed into infinite patterns. We find great textural interest in movable steel partitions, chairs, desks, and cabinets.

Steel may be painted or plated to render a surface which is non-corrosive. It is processed to hold paint by first washing it in an acid bath which eats into pores; baking then assures a good finish which will not peel. In chrome plating, after the steel is acid-etched it is placed in a nickel electroplating bath, then the chromium is bonded to the nickel. The chrome finish may be either satin or shiny.

Steel may be vinyl plastic coated to produce a material which combines the strength of metal with the chemical resistance of the vinyl. Vinyl is bonded to the steel in a continuous coating process which may be angled or curved without changing the bond or surface. Its potential is limitless.

Used in excess, steel may seem harsh and "cold," but it may also offer a nice textural contrast to more familiar materials.

Aluminum comes to us now in a dazzling range of integral color which offers a great potential decorative value. An electrolytic process known as anodizing, which provides protection against corrosion, is possible with aluminum. The protective coating of aluminum oxide produced by the process has the property of absorbing dyes. Anodized aluminum may be produced in almost any color.

An upgrading in aluminum styling is being promoted by a few top-level manufacturers. The ubiquitous tubing commonly associated with aluminum is being replaced by furniture forms which are more sculptural.

In addition to its light weight, important maintenance advantages are claimed. In the housing industry, aluminum used for siding as well as roofing is offered in the most highly prefabricated home on the market. Savings in upkeep and repair over a period of thirty years are purported to be over \$4,000. Aluminum is also an efficient reflector of radiant heat.

A thin coating of aluminum particles can be applied directly to one side of drapery fabric or separate lining in a special insulating process to give us milium for household use. Manufacturers claim that in cold weather heat loss is reduced 50%, while in hot summer months heat gain is reduced 50%. Drapery fading and sunlight damage to fabrics are virtually eliminated.

Is all new furniture metal?

No. For example, the traditional material, wood, is molded into a new range of furniture forms. Charles Eames and Eero Saarinen are responsible for this technological achievement. To mold plywood, it

is shaped under heat and pressure and bonded with synthetic resins. Resin impregnation makes it weatherproof, and new color possibilities may be attained with the impregnation of dyes.

Plywood, with the grain of successive layers at right angles offers advantages: great strength in both directions, less likely to split, less likely to shrink or warp. Laminates are thicker, and the grain of every lamination runs in the same direction. Plywood is equally strong in both directions while laminated wood is strong in the direction of the grain. In furniture, laminates are used in bent parts such as legs where the stress and strain are in one direction.

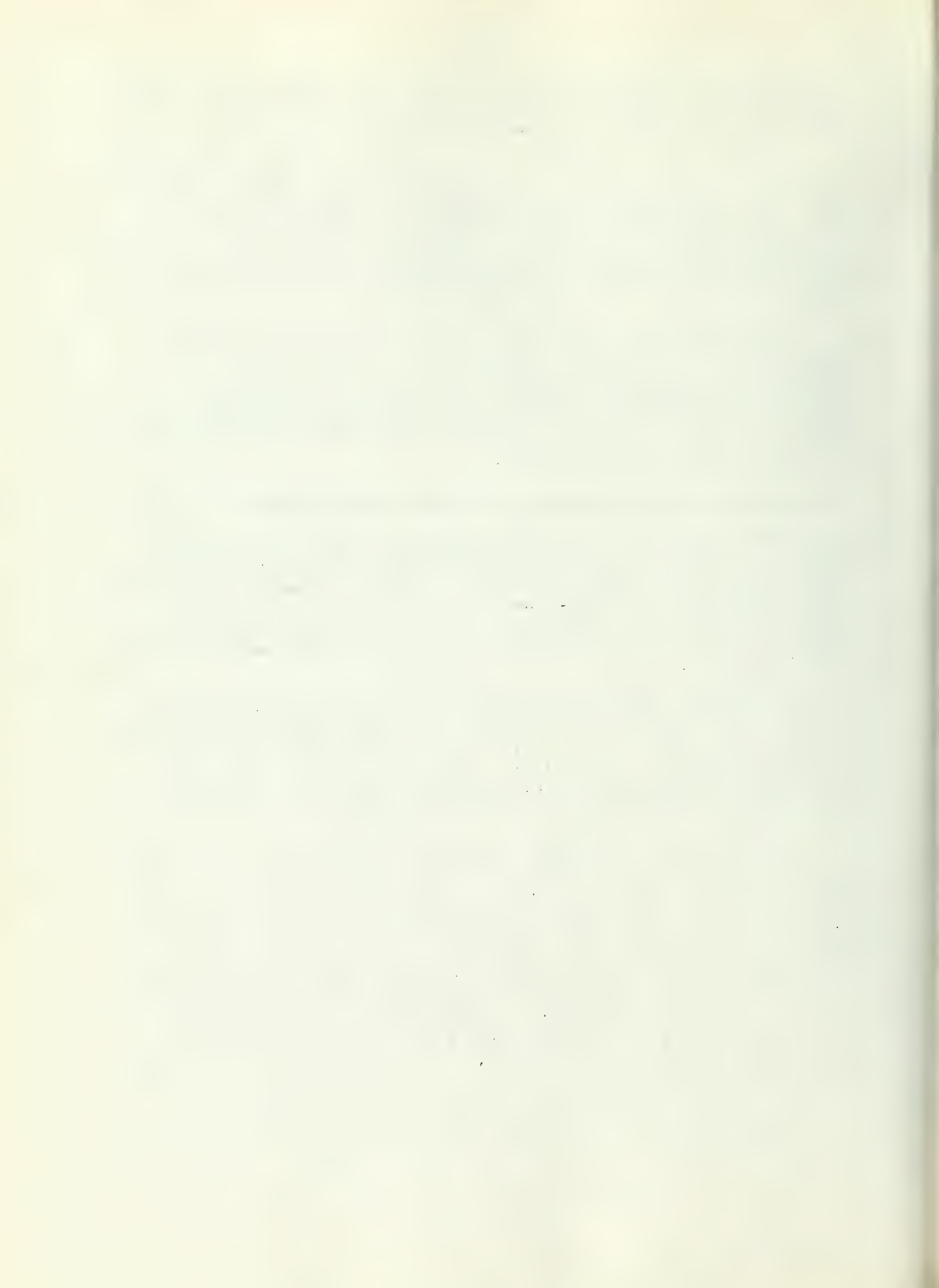
The popularity of Scandinavian furniture in the United States in recent years has influenced not only the form of our furniture but the finish as well. The boiled linseed oil finish with its soft sheen requires more hand-rubbing, however, than American manufacturers can afford for labor. To simulate the Scandinavian effect, American manufacturers have developed a synthetic oil finish that combines polymerized linseed oil with a synthetic resin.

Aren't plastics, as well as metals and woods, used in home furnishings?

Though not always conspicuous, plastics are used for many objects and in many places in the home--clocks, radios, upholstery, plastic impregnated wood or textiles, electric insulators, glues in wood furniture--to mention only a few. Then, of course, there is the molded plastic chair which is durable, easy-to-maintain, lightweight and colorful. Further advantages are its ability to resist stains, scratches, burns and scuffs.

The consumer may be confused with the accelerated rate with which new, altered or improved products enter the market, and the variety of plastics is no exception. In upholstering, plastic foams are sometimes employed to replace cotton padding. They are also used in place of various stuffing materials or in combination with down, rubberized hair, Dacron fiberfill and in spring construction.

The disadvantages of rubber foams--fabric slippage, oil sensitivity, deterioration from oxidation--are overcome in plastic foams. Two types of synthetic foams, urethane and vinyl, offer advantages to the consumer. They are resistant to moths, mildew, and fire, unaffected by cleaning fluids or detergents, lightweight but strong, and self-ventilating. Available in various forms, it is manufactured in slab or sheet stock and may be produced by a new molding technique which cuts production costs. A single operation of foaming liquid polyurethane directly in the mold eliminates the expensive procedure of cutting with resulting scrap. Since urethane foams offer good friction to fabrics, upholstery wrinkling is at a minimum. Vinyl foams can be electronically heat-sealed to fabrics.



ILLINOIS TEACHER

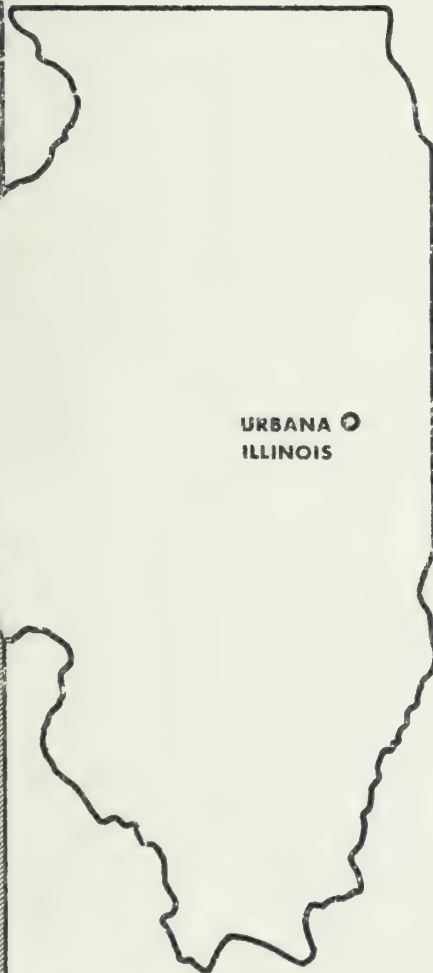
HOME ECONOMICS
EDUCATION

UNIVERSITY OF ILLINOIS



Star Feature

LET'S TALK IT OVER



The Realities of Today's and Tomorrow's Situation	351
Of First Importance - Acceptance of Change	356
Some Over-all Guides to Our General Improvement	359
Let's Find Satisfaction in Our Slower Learners	363
Let's Build a Reputation For Helping Faster Learners	371
How Can We Find Time For Making Improvements?	378
In Unity There is Strength - The Chicago Story	383
Communication Pays Off - The Smaller Community	393
Mate Selection and the Romantic Love Myth	395

LET'S TALK IT OVER

Mary Mark Sturm, Director of Household Arts, Chicago Public Schools
Letitia Walsh, Head of Home Economics Education, University of Illinois

If the Illinois Teacher has any one virtue of which one can be certain, it is that of timeliness. Women are always said to have the privilege of changing their minds, and the Illinois Teacher is planned and prepared by women! The clearly emerging problems of 1960-1961 seem to indicate that this topic, rather than the one previously planned, is of immediate timeliness and importance. The excellent manuscript on the teaching of home furnishings and equipment already in our hands will appear early in the 1960-1961 issues of this publication. So we can guarantee to you the ultimate fulfillment of our promise.

If home economics teachers could be said to have one uniform proud boast, it might be that we are "practical people." Just think of all the times we have happily declared this when talking among ourselves! Now, however, a higher priority must apparently be given to the characteristic of being realistic. What is a realist? Well, let's use a story to illustrate. The optimist says, "Please pass the cream." The pessimist says, "Please pass the milk." The realist says, "Please pass the pitcher."

The Realities of Today's and Tomorrow's Situation

Home economics in Illinois is in trouble. That is the stark fact of which we have suddenly become aware. That is the urgent problem that we (perhaps rather belatedly) realize needs consideration in this issue.

Why have we, as a field, been slow to recognize this fact? Of course, everyone naturally protects his ego by shrinking from unpalatable accusations. But we believe that our firmly held conviction that sooner or later home economics would be restored to its position of pre-eminent importance in the education of all girls and women (not to mention the boys and men) had a very sound foundation. This was the sociological theory of the transcending importance of the family to society. "As goes the family, so goes society" has long been generally accepted.

Unfortunately a new and dire element has been injected into society, the like of which no past world has ever known! That is the actual question if civilization is to SURVIVE! And, if so, who will survive? Compared to survival, all other considerations necessarily seem of lesser significance. So terrible are the destructive powers that have been unleashed through recent technological developments that they are literally almost impossible to comprehend in our lush and prosperous Illinois spring!

All educators, not just home economists, are in turmoil over the responsibility of secondary schools and colleges in this age of peril. Yet, all must agree with an anonymous "Prayer for the Atomic Age":

"So far our stumbling steps have led us, Lord,
 There is no turning back.
 The blazing nemesis of our day must light the way to peace
 Or sear our souls into perdition deep and black."

Sydney Harris warns that institutions are weakened, not by rebels, but by robots. So let's look into some facts in our field of home economics.

Where are the trouble spots?

Everywhere! In village schools and in metropolitan areas, in high schools and in colleges, in Illinois and in other states. Manifestations of difficulty assume different forms, exhibit varying degrees of seriousness, range from being frantically recognized to being blandly ignored. But they are there!

What appear to be some of the major difficulties?

Present difficulties seem to fall into two areas, related to the students and the teachers. All of us have been more or less conscious of these difficulties, but have failed to recognize the mounting gravity of our own situation.

Major difficulties encountered with students, as we see it, are four. You might select others as "major" in your own situation. But research indicates that these four are widespread.

- * In spite of the steadily increasing enrollments in Illinois high schools, the proportion of girls enrolled in home economics classes is on the decline, except in the occasional situation where home economics is a requirement for all girls.
- * The drive for 50-65 per cent of all future high school graduates to attend college is steadily curtailing opportunities for any students except the less able to enroll in home economics classes.
- * Confined by today's plan of homogeneous grouping to a group of students of their own kind, the less able are hard to interest in content and methods of teaching that formerly appeared to be satisfactory.
- * Even though faced by this impasse, students and teachers tend to see evaluation of results as a threat they are determined to avoid. Yet evaluation is becoming recognized as the best possible source of clues that might lead to improvement.

Major difficulties that are felt pretty consistently by all teachers are also four in number. Yes, that's no typographical error. We meant all teachers. In case you doubt this statement, talk confidentially with teachers in other fields. You will find that the alert ones feel as confused and worried as do home economists. Indeed, some of the instructors of the academic subjects in which more and more of their enrollees

expect to pass college entrance examinations have real cause for concern. Even though parents may recognize some of the limitations of their offspring, a college education has been so "sold" to them that more than ever before they are demanding that all their children at least give the college preparatory curriculum the good old American try!

- * The criticism of education, rather than subsiding as was confidently expected by most teachers, has continued unabated in the mass media of communication. Logically enough, complaints have now spread to include the education offered by institutions of higher learning; the cumulative effects are now being felt in many ways.
- * The demands of teaching jobs are changing, sometimes through assignments in teaching a minor but also through the changes occurring in home economics itself.
- * As a natural corollary, teachers' present preparation is inadequate to meet these changing demands. Margaret Mead declares there has never before in history been a time when instructors were going to have to teach what they themselves have never studied.
- * Although all teachers have given lip service to the need for providing for individual differences, they are now faced with from three to five bewildering "tracks" in their school programs, and homogeneous groups of gifted, bright, average, slow, and mentally educable students. Good intentions have rapidly become necessities!

What constructive steps have been taken in our field?

Illinois taxpayers have poured literally millions of dollars into recently built and remodeled departments at both local and state levels. And, although home economics has had no millions in additional funds for educational experimentation, as have some of the academic fields, our leaders have not been idle.

The American Home Economics Association, as a part of celebrating its fiftieth anniversary, has published an epoch-making vision of New Directions in Home Economics for the years ahead. The twelve competences so clearly spelled out by the Committee on Philosophy and Objectives on page nine of the bulletin call for great changes in our field! This handsome bulletin can be secured for ten cents from the AHEA, 1600 Twentieth Street, N. W., Washington 9, D. C. While you are writing, why not add a dollar for the just-off-the-press "Kit" for secondary school teachers? We have not seen a copy as yet, but we feel sure that the suggestions included will be of high quality because the Association has employed a Chicago Public Relations firm to assist with such projects.

The Home Economics Education Branch of the Office of Education, Department of Health, Education, and Welfare, repeated a 1939 national survey in 1959 departments of home economics. Certainly some of you reading this article must have participated in this inquiry as to your schedule, enrollments, and curriculum offerings; Illinois high schools were included in

the national sample. Because of the tremendous scope of the survey that collected data from grades seven to twelve, results are not yet available, but do keep your eyes open for their later publication! To compare 1939 home economics with the 1959 facts should be both interesting and suggestive.

The American Vocational Association offered such stimulating programs at its annual meeting in Chicago last December that those fortunate enough to attend left with a feeling that they had been both challenged and inspired. In December, 1960, the annual meeting is in Los Angeles, a "fur piece" for most Illinoisans to travel, but we're already planning on ways to share with readers of the Illinois Teacher whatever we can bring home from the programs and discussions. The over-all theme, "Home Economics in a Scientific Age," seems perfect for meeting some of the Illinois needs.

The Home Economics Section of the National Education Association for several years has published three timely bulletins for high school teachers for a membership fee of \$1.00. Of course, one can buy the bulletins separately for 50 cents each. But what woman does not love a bargain? The titles of this year's publications are "Teaching Processes of Thinking in Homemaking Education," "Teaching Principles of Science in Homemaking Education," and "Enriching the Teaching of Homemaking Through the Use of the Arts and Humanities." Write to Home Economics Section, National Education Association, 1201 Sixteenth Street, N. W., Washington 6, D. C. for a complete list of all earlier publications.

Shortly before the first Sputnik the requests for subscriptions to the Illinois Teacher became so numerous and insistent that the University policy was changed to permit any teacher in Illinois to subscribe. Previously the publication had been available only to recent graduates of the University of Illinois as an in-service help. For what it may be worth, the Illinois Teacher, too, might be counted in with the recent constructive steps.

The teacher is the crucial element

Obviously, all of these constructive efforts have been based upon the premise that in every educational situation the teacher is the crucial element. You and you and you are the VIPs in education today.

With critical importance goes a correspondingly heavy burden of responsibility. Therefore, before we try to plan for possible future action, it might be well to take a long, hard look at ourselves. A "stereotype" is the term used to describe the public's image of any member of a group. This mental picture may be true, false, or somewhere in between; that makes little difference to the person who believes it characterizes the members of a group. So we need to discover how the public, and especially how our own local community really sees home economics and the home economics teacher.

Research has identified some complimentary characteristics in the public's stereotype of the home economics teacher. They tend to see her as kind, motherly, skillful in cooking and sewing, and highly empathic with all types of students. But they also tend to think of her as not very alert

and intellectual in her interests and abilities. Of course, the source of such a stereotype is probably found in the early history of our field before the present intellectual challenges had been developed. But only a few years ago the prevalence of such an image in the minds of Illinois school administrators and students was determined through most painstaking research. Undoubtedly, at least some persons still hold this image.

Moreover, if we are to be intellectually honest, we must grant that an occasional teacher holds one or more misconceptions that may tend to perpetuate the stereotype. Some of these misconceptions follow. Do any of them seem vaguely familiar to you?

- * School administrators and counselors speak and act against home economics enrollments solely from prejudice. Actually, as has been mentioned, ambitious parents, prestige-conscious students, or any number of factors may be operating in the situation. The drive for attending college seems to be omnipresent.
- * Students and parents want the home economics curriculum limited largely to cooking and sewing, although technological advances have materially reduced the amount of such work done in the home. In reality, parents and students usually recognize these reductions better than does the teacher and, offered equally good teaching in the other aspects of homemaking and family living, quickly adjust to the change. This year in one Illinois city the students voluntarily changed their own title of courses to "Clothing" even though this area had been known as "sewing" for decades! And they were correct; the courses were no longer "sewing."
- * Where choices have to be made, priority must be given to physical equipment; texts, references, illustrative materials, and other teaching aids can come later. One must agree if the curriculum is to be predominantly sewing and cooking; yet even these areas merit more intellectual treatment than pots and pans, needles and pins can provide.
- * At every educational level from grades to college, an occasional teacher can be heard to declare that students with no previous school training in home economics are much to be preferred because they have not had their interest dissipated by earlier instruction. If home economists themselves fail to put value on previous instruction, are others likely to do so? Why not, instead, try to help to improve the articulation of the two levels of teaching and perhaps, in the process, the quality of all the instruction?
- * Some teachers deplore the limited ability of their students and are sure that, if they could teach the bright students, the popularity of home economics would soar. Actually, the research done by Dr. Evelyn Rouner on 1957 Illinois seniors seemed to show that many bright students did enroll for one year of home economics but never returned for further study. No evidence was available for interpreting the reasons for this defection, but the net result was the same.

- * The assumption that lively talk in a classroom always indicates that lively learning is taking place is sometimes made; frequent quizzes to test this assumption seem too time-consuming for all those concerned. Why not "live dangerously" once in a while and test this theory? If the public is going to keep right on evaluating our teaching, should we not take a leaf from the academic teacher's notebook and send home graded tests as evidence of both our goals and student achievements toward these goals?
- * With homogeneous grouping in any schools large enough to make it possible and with expanded counseling services, individual differences are becoming better known to teachers. Yet, an occasional teacher will continue to try to maintain inflexible standards instead of identifying individuals' abilities and adjusting her demands to varying abilities. Not long ago one teacher wisely left teaching and went into commercial demonstrations because she realized that her own peace of mind required standards that her junior high school students could rarely, if ever, attain.
- * Sometimes teachers honestly believe that smaller and smaller classes are fine because better teaching will result. Investigations do not support this belief; classes of medium size are much more effective than either excessively large or unduly small groups. Perhaps very small classes permit teachers to return to after-school responsibilities in a less fatigued state, but teachers are not in agreement on this point.
- * Often teachers feel that, after they have developed a high level of competence in certain aspects of home economics teaching, to change would represent an indefensible waste. On the surface this appears to be true. Yet they would severely criticize a physician who, on the same principle, failed to use the so-called "miracle" drugs, insulin in its newest form, etc.

In short, some of our difficulties seem to stem from the public's thoughtless stereotype of a home economics teacher. Others derive from the honest convictions of a few teachers. Obviously, our field would profit from changing both of these sources. Just as obviously, the teacher is the crucial element in such desired change.

Of First Importance - Acceptance of Change

"What shall we do?" ask Illinois teachers. Undoubtedly the first constructive action that every teacher can undertake is to really realize that she has to change. In a world shaken with daily crises, resistance to change is natural. Security seems to lie in the familiar. Actually the very opposite is true.

Every person living today has to accept that stress is to be expected and constant change is inevitable for the rest of his life. The ancient Anglo-Saxon phrase, "This, too, will pass" no longer applies to the Space Age. Difficult? Very. Gradual? Necessarily. But absolutely imperative!

We are not alone

All educators must find ways to meet the challenges of a world whose only certainty is rapid change. A report on a symposium of the National School Boards Association as early as 1956 stated that if schools are to develop an educational program to meet the needs of our world, they must be permitted to look for a "new" kind of teacher. They believed that many present teachers felt that they were being overtaken by their own students. One second grade teacher, asking her tots to complete the sentence "The snow is falling quietly as," was startled to be told . . . "a space cadet tip-toeing on Mars." Some fifth graders planned a reunion of their class in the year 2000 and invited their teacher. After some rapid calculating, the teacher agreed to be there--until she discovered that the place was to be on the moon! No, students of every age are very different from the way we perceived them in the "good old days!"

When school administrators read of this demand for a "new" teacher, they gave serious consideration to the demand. After all, the schools belong to the people. And school boards are the chosen representatives of these people.

The administrators also faced the fact that some of their own number were inclined to be what the farmer said about his mule, "awfully backward about going forward." Consequently, they started to work on a revision of the requirements for membership in the American Association of School Administrators, which is as important to them as being eligible to belong to the American Home Economics Association is to us. Rumor has it that at first they suggested requirements so high that 70 per cent of the AASA membership would not have qualified. But, like the AHEA, they have their sights set in "New Directions."

Parents, too, are disturbed and confused both by their children and by the education they want for them. Some who are making heartbreaking sacrifices to keep sons and daughters in college must have read with alarm the grave accusations of Dr. Grayson Kirk in his article, "Colleges Shouldn't Take Four Years," Saturday Evening Post, March 26, 1960. Incidentally, one of Dr. Kirk's accusations is that "there are schools that actually give credits toward degrees for courses in . . . cooking . . ." A father may be supported in his decision to refuse college to his senior daughter by the proposal of Dale J. Bellamah which recently appeared in Time. "It seems to me that the quickest and best solution to the problem facing us of over-crowding our colleges is to reduce drastically the number of females permitted to matriculate. Let's face it, 99 per cent of the girls entering college are in search of only one degree: MRS."

High schools, being locally controlled and financed, are even more vulnerable to parental demands. Our society, living as it does under great tension, is always in a state of trying to protect itself--finding a

scapegoat. Basically America believes in education, yet the public schools are being constantly taken to task for sins of omission and commission. Administrators, teachers, school boards face the great challenge of finding new ways to link school and home, and then to merge the efforts with those of the rest of society.

Now is the time for all home economics teachers

To do what? To come to the aid of their field! In Proceedings of the Fifteenth Conference on Textiles and Clothing, Central Region, October, 1959, Martha Duncan's introduction to her speech bristles with dramatic phrases. "Have you let the words 'Cross Roads' and 'Death Knell' crash through your sound barriers? There are people close to the pulse of education who really believe it's 'later than we think.' "

Of course, "Martha Duncan" is a television editor of the Homemakers' Half Hour, presented by Iowa State University at Ames. She was trying to stir up a feeling of responsibility for contributing to radio and television programs in her audience of college teachers of textiles and clothing. She emphasized that the matter went far beyond whether they liked or disliked cameras or microphones, whether they thought it was or was not beyond their dignity to do a selling job to the public. Fundamentally she was herself trying to "sell" the urgent need for potent tools to arouse the interest and understanding of families as they plan for the education of their children.

No easy task

Good teaching in home economics has never been easy, and the stresses in the society of today have added to our difficulties. Yet there is a Chinese proverb that should give us comfort. "It is the great tree that attracts the wind." We know that, no matter what the unknown future may hold, homemaking and family living are going to remain a vital force in the world of women. And we believe that we can keep step with change and make a valuable contribution through teaching home economics.

A cynic once said, "Good resolutions are simply checks that men draw on banks where they have no account." Unless we are willing to gear our attitudes and actions to the exigencies of a tumultuous, confused, and utterly new world, we shall never attain the influence and status we so much desire. William James once said, "The greatest discovery of my generation is that human beings can alter their lives by altering their habits of mind. So let's not let our former pleasant and successful habits mislead us into thinking they are adequate for today's and tomorrow's world.

It's our lead

Let us, then, take command of our minds, summoning useful, positive images to crowd out the regrets for yesterday and the fear projections for tomorrow! Today is the important link between yesterday and tomorrow. Today is ours to command. Let's take the lead that is ours!

Long years ago Heine commented, "In old days men had convictions; we moderns have only opinions, and it requires something more than opinions to build a Gothic cathedral." Even more will convictions be needed for accomplishing our task of changing our fixed habits! Two truths we must remember. "The highway of fear is the short route to defeat." And "Those who shrink from responsibility continue to shrink." Perhaps it might be pertinent to add that prejudices are rarely overcome by argument; not being founded on reason, they cannot be destroyed by logic.

Once we have acquired a sense of the new directions necessary, it will be easier to maintain our equilibrium and poise as we face the uncertain future. An African proverb states, "The bird walks but he has wings." This is not confined to Africa! It characterizes us just as truly. This is an air age. We should be constantly trying our wings. Walking is comparatively easy. Flying is harder and even a bit dangerous. But in tomorrow's world we are likely to fly or else

Constructive professional action

Webster defines "constructive" as "building up, helpful." To achieve a positive approach these days requires that every teacher look at herself without blinders or dark glasses. Results depend on her ability to diagnose her own needs and do something about them. Might it be well for each of us to take a brief inventory and see how we stand? Dr. Stephen M. Corey, Dean of Teachers College, Columbia University, recently said, "The key words in improving teaching are 'discontent and reassessment' on the part of the teacher."

Empirical evidence seems to indicate that such reassessment will usually first suggest some over-all guides to improvement since we all know far better than we do. Then the most pressing problems facing teachers as they attempt this over-all improvement appear to be:

How can I do a better job with my slower learners?

How can I offer a real contribution to any faster learners who enroll?

How can I find the time for such improvement?

Each of these three professional aspects will be dealt with at some length--and constructively, we hope.

Some Over-all Guides to Our General Improvement

We must learn new and different subject matter

Continuously! For example, have you sent for that 1959 Yearbook of the United States Department of Agriculture, Food, which you read in Vol. III, No. 6, Illinois Teacher, that your congressman was eager to send to you free of charge? Have you started to examine the labels and other types of information which the new Textile Labeling Law has now made mandatory? That, too, was recommended and explained in Vol. III, No. 6.

Moreover, watch for and clip current articles on new developments. The March issue of Consumer Bulletin, for instance, gives a "hard-boiled" analysis of exactly what the Textile Labeling Act does and does not do in the way of consumer protection. Are you informed on the current controversy concerning the "nut" in peanut butter spreads, as it is being argued in our daily newspapers?

Indeed, so rapidly are changes occurring in every aspect of daily living, hence on home economics subject matter, that one often feels embarrassed at the innumerable items of new information that our "eager beavers" contribute to class. Forget it! Even if a genius could learn in school all there is to know about everything, he could be out of school only a short time before the accumulation of new knowledge would make him a back number.

And that applies to our students, too. The habit of alertness to new developments rates a very high priority in a school's objectives today. Make the most of their interest! Welcome reports on ideas they receive from the television screen, the radio, observations in "shopping centers," comments on others' experiences. Get maximum use from department magazines and the school library.

With our stronger basic background in the sciences, economics, etc., our responsibility, of course, is to separate the wheat from the chaff in students' reports, help them to interpret causes and anticipate effects. For example, the researchers for Kroger's food chain worked years to perfect a "true" strawberry flavor in a carbonated beverage only to have buyers reject the new product and demand the former flavor that tasted obviously synthetic! Why? What will be the probable effect upon research plans?

We can't do today's jobs with yesterday's methods and be in business tomorrow

Methods inevitably have to change as subject matter changes and as students become less and less like those of the "good old days." Today's space age brings opportunities as great as its demands. Experimentation is in the air! Students and administrators are open to new ideas and techniques as never before. Perhaps most important, parents no longer believe that "what was good enough for me is good enough for my child." They boast with quiet pride of their grade school children's exhibits at a Science Fair, for instance, of the techniques used in teaching their young offspring a foreign language, of the mathematical equation that their youngster "discovered" in class, even though said equation is completely unfamiliar and incomprehensible to them.

Nevertheless, one measure of our real maturity as teachers is the courage to experiment with some innovation in our "tried and true" methods of teaching. We hesitate to "waste" all the time required for students to discover a fundamental fact or principle for themselves. The crux of the choice lies in that word "fundamental." If what we are engaged in teaching is non-essential trivia, that would truly be a waste of time, no matter what the methods used! If observation and verbal learning will suffice, time-consuming methods of personal discovery should be saved for those basic learnings that require thorough exploration. Let us illustrate these differences with an example from the foods area.

- * Verbal learning is the most efficient technique for learning the meanings of new technical terms involved in a study of leavening agents. For instance, a clear definition of "leavening" is called for before much progress can be made. To use the problem solving technique on such learning would be obviously ridiculous.
- * Observational learning is more effective when techniques of manipulation are to be learned than is any amount of verbal learning. "Telling" in such situations is notoriously unsatisfactory. Students need to SEE. Then they can do likewise. Moreover, with the mental image of a good product gained from a demonstration clearly in mind, students are willing to focus and extend their practice until they, too, can achieve a reasonable facsimile of the teacher's.
- * Discovery learning, however, is essential for students to get a vivid and complete understanding of what actually happens when the elastic gluten meets up with one of the several leavening agents they are studying. Out of such classroom experimentation certain fundamental facts and principles can be derived that will be remembered because students know where they came from and do not have to take the word of a teacher or a textbook!

We need to get maximum value from professional contacts and publication

Home economics teachers are a close-knit group and have long been envied by other teachers for this and for their many opportunities to meet together. But have we always realized our blessings? When teachers--or any one else, for that matter--have rarely had to make a sacrifice to attend meetings, they quite naturally tend not only to take such opportunities for granted but also to demand that they themselves contribute less and less in the way of hard thinking. Perhaps more than our students have grown "soft" with prosperity.

If you are not planning to do organized study, with its many invigorating contacts, this summer, why not try to attend the AHEA at Denver? Treat yourself to a good summer trip and gain a professional lift. That last gain, however, cannot be guaranteed if you spend most of your time and energy wandering around among the hundreds of commercial exhibits. You may return with a lot of free "souvenirs" of negligible monetary value. But it takes organized, thorough study to return with specific new subject matter that will be useful in teaching.

Of course, we all belong to the AHEA and IHEA, to the IVHTA and AVA if we are connected with vocational programs, and to the IEA and the NEA. But do we get full value from their publications? Do we receive professional periodicals that somehow we never seem to have time to read?

Perhaps the plan that "works" for some teachers would work for all of us? That is to deliberately set aside 25 minutes every day for reading--and then do it without fail! Persons who carry lunches combine reading

with eating. Others get to school early. Some even choose to do their reading while relaxing in a warm bath. But read they do! Underscoring significant ideas, tearing out up-to-date facts from the daily newspaper, jotting ideas on cards for future reference are all fine habits to acquire.

Are you curious about that specific recommendation of 25 minutes? That is based upon research findings that seem to indicate that for most adults 25 minutes is the optimum period for best results "at one sitting." A break of a few minutes will enable you to return to your task with renewed vigor. In the last analysis, however, regularity is the essential ingredient of success.

Each of us needs to start a program of positive action TODAY

Someone has remarked that "getting an idea and sitting on a tack are much alike; both should make us rise and take action." Sometimes it is fatally easy for one merely to drift, unable to believe that present trends that are causing difficulties for home economics can possibly continue, to say nothing of increasing their rate of change as many authorities forecast! Or we may feel righteously defensive, recalling all those teas and style shows that were so much work! No one is questioning the worth of activities that were prestige-gainers in their day; but "tomorrow is another day." Now prestige has to be earned through different types of interpretation of a different kind of program.

To do a great and important work two things are said to be necessary--a definite plan and not quite enough time. With Martha Duncan's ominous "It's later than we think" still fresh in our memory, we can probably feel certain of the second requirement. But so often in our plans of work for improvement, we tend to be vague and nebulous. Today we must define in as specific terms as possible exactly what needs to be done. Remember the familiar:

"God grant me the serenity to accept things I cannot change,
The courage to change the things I can,
And the wisdom to know the difference."

As we address ourselves to a positive course of action, we immediately realize that no one person can take on too much, or ultimately the end result may be tension, frustration, and abandonment of the whole plan. As one did not run before she walked, one starts small for certain success.

And don't forget that other teachers have similar problems and may be glad to cooperate. All teachers and teaching are a part of the total school program. Not individual experience but thinking about more than one person's experience gives wisdom. Then real thinking-action results. Let's be sure, too, that we understand cooperation. As practiced by some, cooperation may resemble this story. A little boy wandered out into the yard and was asked by his neighbor where his brother was. "Oh," answered the lad airily, "he's in the house playing a duet. I finished first."

For instance, your colleague in history may suggest that your FHA's responsibilities might be carried out with more faith and conviction if you would support and further interpret a vital concept that she is attempting to "sell" in her classes. You learn that she is trying to accept the challenge offered by Norman Cousins in his editorial of March 19, Saturday Review, entitled "Education Against Helplessness." He states, "An individual needs instruction in the techniques of action and decision. He needs to be convinced that individuals and groups changed history in the past--and to learn how they did it. He needs an awareness of the fact that vital fractions have moved whole societies--and that the essential ingredient had something to do with the inspiration by which a man comes to recognize his own possibilities for effective action." As you explore with your colleague possible applications to the "action" that is so much easier to identify in FHA goals than in history class, you will find yourself getting excited over the values of pooled thinking.

"To every man there openeth
A way, ways, and a way,
And the high soul climbs the high way
And the low soul gropes the low,
And in between on the misty flats
The rest drift to and fro.
But to every man there openeth
A high way and a low,
And every man decideth
Which way his soul shall go."

Let's Find Satisfaction in Our Slower Learners

You will remember that Abraham Lincoln remarked that the Lord must have loved the common people, because He made so many of them. The same might well be said about slower learners in our schools. And probably it is a good thing, for slower learners are certainly not always loved by their teachers! Yet, given adequate attention in school, slower learners may become gay, fun-loving extroverts and teachers' most appreciative admirers.

The consistent patience, good humor and skill needed for such happy results are difficult for any teacher to maintain. Students with limited abilities do not want pity; they want help. One fortunate aspect is the whole-hearted enthusiasm with which students of all levels of ability customarily greet classes in homemaking in grades seven, eight, and nine. This aids in setting a pattern of enjoyment for the slower learners.

Beyond grades eight or nine, home economics classes tend to have an increasing proportion of slower students in each group. Usually the exception to this statement is found to be a mixed senior class in family living or a special interest semester or year course provided for the college preparatory majors, often without prerequisites. Instead of being discouraged by the preponderance of less able students, we should feel highly complimented because the more handicapped the learners, the higher must be the level of teaching skill.

Slower learners need our attention perhaps more than most because of their own sense of failure and social inadequacy--feelings that a person bright enough to have graduated from college finds very hard to understand. Feelings, too, that youth may pretty thoroughly conceal under a cover of bravado, hostility, or some other unattractive "front"! We must remember that it is a front. By keeping such students from becoming dissatisfied members of society and from making drastic mistakes in their own life-decisions, a home economics teacher can play a highly significant role.

They learn--but slowly

Students who have known failure in one form or another since the first grade not only get farther and farther behind in elementary learnings but also get so discouraged that, by the time high school is reached, they have developed habits and attitudes that prevent them from using even the capacity they have. Rarely is there a single reason for a child learning slowly; in most cases a pitiful combination of reasons can be identified. A few respond dramatically to appropriate treatment, once the basic cause has been located and the situation remedied. But most show improvement in their rate of learning, if any, very slowly.

Nevertheless, it should be emphasized that slower learners are only slightly handicapped, not "hopelessly dumb" as a harassed teacher might conclude. As standards are steadily raised to meet the demands of a technological society, by comparison the dull normal appear to be more and more handicapped in school, as they are increasingly so in trying to find places for themselves in the world of work. But, if environmental conditions can be improved and school adjustments are made in line with their abilities and interests, slower students will often try to live up to the top of their capacity even more completely than do many rapid learners. Each is no less a person. Ours is the challenge to help each become a reasonably competent worker and a good parent.

Identifying causes is vital to future improvement

To discover WHY slower learners are as they are is, indeed, the first step toward achieving improvements that will be satisfying to the students and to us as teachers. These causes may be of a physical, social, emotional or mental character. Following is a chart of some possible causes for slower learning, some ways of discovering these causes and of helping individuals improve.

Some possible causes for slower learning

Physical difficulties may long go unidentified at home and at school.

Defects in sight.

Limitations in hearing.

Some ways of discovering causes and helping individuals improve.

Observe physical conditions closely and report any evidence of deviations from the normal to the proper health authorities in your school.

Acquaint yourself with the diagnosis and treatment recommended by these authorities. Try to consider these when assigning

Deviations from normal muscular coordination.

Abnormally rapid growth.

Embarrassing skin eruptions.

Poor home diet and/or eating habits.

Lack of proper sleep and rest.

General debility from many causes.

Social difficulties may be operating to affect mental and bodily vitality.

Student and/or family feels disapproval of the community.

Home is severely limited by low economic conditions.

General environment prevents student from seeing meaning or feeling interest in middle class standards and values.

Social problems may stem directly from undesirable home situations.

Sibling rivalry.

Over-protection by the family.

Rejection by the family.

Acceptance by peers in the classroom may be uncertain.

work in class and setting up expectations for individuals.

Support remedial efforts through class by emphasizing posture, grooming, nutrition, and other desirable health habits.

Develop with individuals home practices to establish improved physical habits and ways of living within physical limitations that are permanent.

Collect facts about individual students' personal life, home and family conditions, community relationships and, on the basis of these, determine remedial measures.

Collect information about the student from the school counselor, principal, and other teachers whom the principal might suggest.

If possible and wise, make a home visit, prepared to comment on at least one thing in which the student has succeeded.

Summarize possible causes through insight gained from home visit and other contacts.

Adjust teaching and expectations to facts learned about each individual studied.

Plan seating, pairing-off of partners, committee grouping on the basis of occasionally administered sociograms, with a minimum of emphasis placed upon the sociogram itself.

Put into practice the principle of "alternate leadership" wherever the teacher's influence can be concealed; responsibilities may be very different but the learning and satisfaction for individuals will be surprisingly similar.

Emotional disturbance inhibits anyone's ability to concentrate and learn; the same overt behavior, however, may be due to very different causes and call for different treatment, such as:

The withdrawn child may:

Merely prefer to work alone.

Be shy and timid.

Have seriously withdrawn from the world of reality.

The aggressive, hostile child may:

See school work as a threat and be too afraid to learn.

Feel unaccepted in classroom group, yet certainly does not wish to be "teacher's pet."

Think life has "given her a dirty deal"--and often rightly so.

Mental limitations may be very real but even the cumulative effects may be reduced through improved physical and social well-being.

Authorities tend to group students within the range of 90 to 75 or even 70 I.Q. as "slower learners."

Basic personality needs of every student must be met by the school, at least to a reasonable degree. These needs are the same for the bright and the dull; homemaking classes offer many opportunities for all students achieving them, but the method of setting the stage for such achievement will vary.

Avoid demanding 100 per cent conformity in "togetherness."

Pair off the shy child with one somewhat more extroverted.

Refer seriously withdrawn child to best professional help available.

Adjust ways of working with students to meet basic needs.

Provide opportunities for little successes and be generous with approval.

Convince student of your genuine liking for her, then help her improve whatever is making her unacceptable to her peers.

Make your classroom a place where she can always expect warmth and empathy from you. Give individual help in admitting her feelings and dealing constructively with them through class and extra-class activities.

Actual mental capacity should be determined as accurately and scientifically as is possible in each school situation.

Examine the age-grade-progress records of the school for students who are over-age and grade-retarded by at least one year.

In cases where achievement records are not consistent, not only additional tests but other causes of functional slowness should be thoroughly studied.

Many of these other causes can be reduced or removed altogether.

Examine past school-achievement records that are available for consistently poor achievement, noting where the first evidence appeared of inability to progress at the expected rate.

Examine scores of at least two group intelligence tests or of any individually administered tests.

Secure the best counsel available on the meaning of these records for individual students.

Use of this analysis chart

Obviously, identifying causes and working with others in the school and community to improve conditions, if possible, require time and effort. In schools large enough to have one or more trained counselors, the chief responsibility of the home economics teacher is to identify her students most in need of help. When she reports a student to the counselor as having trouble, the counselor can usually give her a quick run-down on the possible causes, and a few suggestions on the contributions to improvement-efforts that she can make through her contacts with the girl. In a small school where a busy principal represents the only source of help, the home-making teacher may have to carry far more responsibility for the study and aid of individual students. Relatively small classes make this heavier burden possible.

Regardless of the situation in which a teacher may find herself, just skimming through the analysis chart occasionally when concerned about a "problem" student should serve as a helpful reminder of what she learned in a class on guidance. Perhaps this condensed review may also serve to remind her of something else she studied--the earmarks of a seriously disturbed student who should be immediately referred to a professional who can give her aid no classroom teacher is prepared to offer. Sincere concern for the welfare of a student is not adequate if her difficulties are deep-seated and complex.

Hints for teaching slower learners in homemaking classes

In the meantime, students must be taught--and well! Unless a teacher gives thoughtful attention to doing good teaching, an unhappy, uninterested, slower learner may withdraw within herself to a degree that is educationally wasteful of the school's facilities and emotionally destructive to the student. Or a student may express her frustrations and hostility in ways that interfere with the educational progress of the group as well as her own. No one has or probably ever will, discover "sure-fire" content and method for teaching slower learners, for they are as varied as any other persons, but some of these suggestions may help.

* Goals toward which slower learners think they are working should be as immediate and clear to these students as is possible. Moreover, attention needs to be called to achievement of these goals as frequently as is true, even if the amount of accomplishment is small. Slower learners are impatient and insist on quick results.

* Work habits that would be acceptable to an employer should be a major goal always.

Expect industry of student; take it for granted and students are more likely to work.

Generate a workmanlike attitude in class by your own workmanlike habits.

Use many interest devices to help students overcome habits of laziness and inattention; attention is only partially a matter of mental resources.

Keep standards in work habits within each one's abilities; often what appears to be irresponsibility is actually a somewhat more restricted view of the possibilities so that fewer things worry her.

* Pace of the classroom must be slowed if many slower learners are in the group.

Teacher should speak slowly.

Students will need slightly longer time for thinking and doing than will a faster group.

Students' slow movements must be accepted; if hurried, they tend to make mistakes and endanger their own safety in the laboratories.

Teacher thus gains time for more personal attention to which pupils respond well.

* Content of units must be separated into absolutely essential and desirable concepts.

The irreducible minimum represents a reasonable expectation for the slower learners.

Essentials should be developed in class discussion with many illustrations, then duplicated copies of these concepts in simple language and logical order should be provided for further use in class.

Purposeful drill on the concepts should occur often--at the close of lessons, at the close of small teaching units, before regularly scheduled tests.

- * Reading is both difficult and distasteful to most slow learners, but necessary. Study of printed materials should always be done under guidance of teacher. Materials should be short, appealing, simple in ideas and vocabulary.

Texts are often beyond slower learners, even equipped with questions to guide their study.

Special information sheets may be duplicated if teacher's time permits.

If materials must be read in class, this should be done largely by the teacher and more able pupils.

Slower learners in a class may make it wise for a teacher to read the questions before giving a test.

- * Pictorial materials are usually more popular and effective with slower learners than are printed materials.

Illustrations in reading materials aid understanding if conditions pictured are similar to those with which students are familiar.

Posters, charts, bulletin boards and blackboards are effective when message is limited to a few words and simple concepts.

Frequent use of films tends to increase interest but they move so fast that more than one showing is imperative.

Film strips that can be considered slowly and referred to again and again by the student herself are more likely to aid understanding.

Various types of realia, illustrative material of true-to-life size, and particularly the slowly developed flannel board displays "speak louder than words."

- * Activities must appear to offer variety even though much repetition of concepts and skills is necessary.

The more concrete and tangible the activities, the more responsive the slower learner is apt to be; she usually lacks initiative and self-confidence but is highly imitative of anything she can see.

If an activity can start with something familiar, the fears of the slower learners tend to relax, and slow but steady progress can be made.

Complex or continuous processes should be broken down into small steps.

A variety of activities in the one period helps students to concentrate for at least brief periods of time. May have an interest approach through some pictorial device, a short, carefully guided study period, buzz sessions, general discussion, and a class summary.

Plans for teaching should include at least three different ways for teaching the same basic principle or skill until achieved to a point of some independence, if not excellence in quality.

Emphasis in activities must be first and foremost on the "how" rather than on the "why" for slower learners.

In trying to get slower learners to identify themselves with a situation under discussion, remember that they may have as rich an experiential background as any adolescent but they remember actions and feelings more than facts. Ask such questions as: "Did you ever feel like that? What did you do?" "Did you ever hear someone say something like that? How did it happen?"

Plan all lessons in a class representing a range of abilities so that at least small parts may be deliberately saved for slower learners thus giving them a genuine sense of accomplishment; even though the question may be an easy one, the task a mechanical though responsible one.

* Group techniques can be utilized to further individual learning and morale.

The teacher has to believe and help her students to believe that all kinds and amounts of intelligence should be respected equally because of the various contributions each can make to the welfare of the total group.

The importance of class members helping each other can be stressed; a dull student working with a somewhat brighter one is encouraged and stimulated to greater accomplishment than when working alone.

Frequent evaluation of attainment and progress helps every student in the group achieve a feeling of identity and importance.

If emphasis is placed upon how much a group accomplished, the slower learner in the group shares commendation that he could never have won alone.

Group solidarity can be strengthened by using references to group members' achievements in other areas as matters of interest and rejoicing; some such reference can be eventually discovered for every student if sufficiently sought.

Let's Build A Reputation For Helping Faster Learners

Do faster learners ever enroll in home economics?

Not in as great numbers as do slower learners, to be sure. But when they do, are we always prepared to offer them real challenge?

Faster students, usually college-bound in this day and age, sometimes have difficulty in working home economics into their schedules. In the junior high school classes, however, home economics under one name or another is very often a required subject for girls. It seems important to our field that faster students should be favorably impressed at this educational level. If the school follows the practice of homogeneous grouping of students, the teacher's responsibility for developing challenging instruction is readily recognized though not too easily met. In a school where students of the whole range of abilities appear in the same class, difficulties tend to be mutual!

For example, a widely traveled daughter of an army officer courteously but firmly suggested an improvement in her teacher's demonstration. With equal firmness, the teacher rejected the idea. When the bright and eager student persisted, the teacher told her bluntly, "You've been out of the country too long to understand how we do things." Immediately she regretted the irritated (and irritating) remark, as the girl subsided with an expressive shrug. That evening the instructor acknowledged to her husband that perhaps she, for too long a time, had been expecting every student to do the same task.

Democracy, in the best sense, implies an opportunity for each individual to make the most of his capabilities and to enjoy the best advantages his community can provide for that purpose. Equal opportunity, however, does not mean identical opportunity or that everyone should do the same thing. Denying bright students the chance to use their wits on many aspects forever closed to slower learners is quite as undemocratic as forcing limited students to attempt what they cannot do.

What characterizes faster learners?

Faster learners are those intellectually able students who have I. Q. ratings around 110 and above, as measured by tests of general intelligence and of reading comprehension. The group, however, does not include the top 10 or 15 per cent of all high school students who are gifted, particularly along the lines of sciences and mathematics.

Dr. Terman's comprehensive studies of gifted boys and girls at Stanford University are now being continued by his colleagues as his subjects move into middle age. In Better Homes and Gardens, March, 1960, you will find a brief but accurate account of the latest Stanford report on these persons. More than 85 per cent of the gifted women are married and happy in their roles of wife and mother.

In this era of early marriage, faster learners among the girls are probably even more likely than those in the gifted group to become homemakers. Any impetus toward respect for and enjoyment of homemaking is seen, therefore, to be worthwhile even though the faster and gifted students may never do any more organized study in home economics. Perhaps in a few years they may be returning to us for adult instruction.

In abilities other than the intellectual, faster learners range from high to low in specialized areas like art, music, and mechanics, from leadership to isolation in social traits, and even from excellent to poor in achievement in school subjects. Each is what her heredity and especially her environment has made her. But the intellectual potentialities are there. Critics of democracy declare public schools are guilty of reducing all students to a "dull mediocrity." If this were happening, the future of our nation would indeed be in jeopardy. But we do not believe that it is.

Faster learners are not only quick in acquiring subject matter, but also are capable of abstract thinking beyond that of the slower learners. Often they are imaginative and creative in developing concepts and processes. However, they are also inclined to great diversity and independence with very definite ideas about their own needs and preferences. The meek and humble slower learners may seem a relief by comparison! A teacher's leadership of faster learners usually has to be earned through demonstrating superior knowledge and ability which these students recognize and respect.

What does home economics have to offer faster learners?

We have long believed that all adolescents have the same need for meeting basic personality needs and have the same developmental tasks to achieve. Due to the present feeling of terrible urgency for capitalizing on the best brains of youth, the gifted are being accelerated in their education without too much apparent concern for this belief. However, most authorities on faster learners reject such specialized acceleration and recommend an enriched educative experience with their own age group.

Certainly home economics can offer as many varieties of enriching experiences as any subject in school. Whether we have recognized our possibilities, especially in the intellectual aspects, seems to be a controversial topic! Perhaps one way to combat the stereotype of our lack of interest in things intellectual would be to make noticeable contributions to whatever faster learners come our way. Not long ago a weary but grateful mother, who spoke English only with difficulty and had worked on her feet all day, made a trip to a teacher's home to thank her for the encouragement and specific guidance in overcoming obstacles she was giving this woman's bright daughter. The mother saw "graduation from college" as almost a vision of the Promised Land, and was correspondingly grateful.

In junior high school

In large schools, students with college potentials are likely to be grouped together, even at the junior high school level. Since survival is sometimes made to appear a race between education and disaster, every

teacher must recognize the responsibility for maximum development of abler students. At the junior high school level, where we are now told many vocational decisions are made, a home economics teacher might well consider the following possibilities, regardless of the type of grouping in her classes.

- * Suggestions on concrete ways in which faster learners can improve their study habits. Unless attention is called to the later importance of early habits, better students of this age are usually inclined to "coast along" at a level of attainment lower than their capacity warrants.
- * Expansion and increase in the difficulty of their reading assignments. For instance, in the excellent text for beginners, Building Your Home Life, recently published by the J. B. Lippincott Company, the authors, Inez Wallace and Bernice McCullar, list additional "things to read" and "things to see" at the end of every chapter. For good measure, books for general-education value are recommended periodically.
- * Correction of errors in spelling, grammar spoken and written, weaknesses in composition and thinking, etc., at a far higher level of quality than that expected of less able students, after the girl has been led to understand and accept the necessity for such differentiation.

In grades nine through twelve

An amazing number of teachers in schools where homogeneous grouping is not feasible have divided their small classes into two groups. Ostensibly certain fundamental understandings and skills are presented in such classes with the applications differing in kind as well as amount. Teachers of mathematics and English, whose college-bound faster learners face stiff entrance examinations, have been particularly successful in handling this "two-ring circus." A few home economics teachers have tried the plan with gratifying success.

In addition to differentiating assignments and experiences in a single small class, various arrangements have permitted faster learners to study homemaking and family living in a way commensurate with their ability. Some of these types of programs offered are:

A general course in home economics geared to faster students which may be laboratory or non-laboratory in character and serves as an elective in almost any curriculum offered by the high school.

A three-day per week course as an elective minor for any girl.

A survey course in home economics as a whole with laboratory experiences almost entirely experimental in character.

A special-interest semester course in the areas of foods, clothing, housing, and family living as electives for any student.

Family living for junior and senior boys and girls as an approved part of a social science major or minor.

Semi-technical semester courses adapted to the needs of special groups, as nutrition and cookery for the sick that may be used to substitute for a required course in girls' later training to become a nurse.

Most of these courses for faster students are without prerequisites; teachers report that enrollees are able to adjust and learn enough faster than the slower girls that difficulties are encountered only in the aspects of manipulative skills. After all, such skills are not the primary goals of these courses.

Some high schools require that average and above average students carry a fifth subject during all or most semesters. Counselors like to recommend a course in home economics for this because the variety in challenge is enjoyed by the students, yet the additional course demands that they work up to capacity.

How to build a reputation for helping faster learners

A bored and sometimes almost contemptuous bright pupil can often be a nuisance to a mixed class--and also to herself. On the other hand, given freedom to experiment beyond the confines of the class assignment and encouraged by appreciation for her thinking, she can become an inspiration and help to the class and teacher. In the following suggestions perhaps you can find some hint that will make a big difference in your success in guiding some potentially faster student.

- * Goals should be achieved so far as essentials are concerned but should then be interpreted broadly for faster learners with their particular talents (and weaknesses) in mind. For instance, most better students are reliable enough and capable enough to work with a minimum of direct supervision. But if this is not yet so, a project that will keep the student under the eyes of the teacher will have to suffice until the individual has learned sufficient dependability.
- * Pace of the classroom must be set by the abilities of the majority but a faster learner can go forward at her own pace in special interest projects and other types of enrichment activities.
- * Content of units for brighter pupils includes both the minimum essentials and the desirable additional concepts and skills.

Emphasis should be upon experimentation which might lead to original and creative thinking and doing.

Emphasis should also be upon extending both the breadth and depth of the student's intellectual background, rather than the trial-and-error method or imitative learning to which less able persons are limited.

Mimeographed sheets of minimum essentials developed in class serve merely as a point of departure for independent work by faster learners.

The drill necessary for most students is put upon a higher plane for faster learners if they accept responsibility for helping the less able class members review fundamental learnings.

- * Reading should be a pleasure to faster learners if previous school experiences have overcome any limitations in attitudes and skills engendered by a home environment where facilities were non-existent and parents considered reading a waste of time.

The less affluent school system may have to be satisfied with adding more difficult reference books, pamphlets and magazines to the general and/or classroom library.

The larger and wealthier school system may offer extensive opportunities for viewing films, listening to transcriptions, watching classroom television, etc.

- * Pictorial materials are taken in at almost a glance and the truly creative students then are likely to be ready to experiment with making some additional materials that they can share with class members. Examples of these are listed under "Activities."
- * Activities differ, beyond the minimum essentials desirable for all, in terms of length of interest span, in independence of planning, executing, and evaluating, and in diversity appropriate to individual students' talents, interests, and needs.

Differentiated assignments in reading are most commonly used. Increased breadth of reading that can later be shared with the class in some interesting form seems to satisfy most students. Increased depth of reading is often the choice of the more non-conforming (and often brighter) students among the faster learners. For example, even a ninth grader, especially interested in science, has been known to develop through depth of reading and some simple experimentation quite a respectable report on "Cosmetics and Skin Hygiene" while she would have been extremely bored and impatient over the repetitive practicing of good grooming processes necessary for achievement by slower learners.

Developing, administering, and tabulating a simple questionnaire before the teacher-student planning of a unit can not only fascinate a good thinker but help her to realize that objective evidence is most potent in helping a group to think clearly.

Inviting and making other arrangements for an outside speaker for her class, interviewing selected individuals for collection of information needed by whole class, and other community contacts should be carefully checked beforehand by the teacher, then they are usually done about as satisfactorily as she herself could do.

Presenting demonstrations as well as possible at first, then with correct and incorrect techniques presented to promote problem-solving thinking by class members can be done by an individual or a group of faster learners.

Taking leadership in developing dialogues, symposiums, panels, debates, dramatizations, and reality practice or role playing can not only help better students to develop leadership qualities and skills but also materially reduce time-consuming tasks of their teacher as they grow in these abilities.

Writing newspaper accounts of class activities, imaginative diaries or stories about characters studied in various aspects of home management and family life, nonsense rhymes or limericks for use on posters, etc., may delight a youngster talented in this respect.

Writing and making a tape recording for adding to a permanent collection of the school a dramatization concerned with debatable topics like "The Use and Abuse of Credit," writing and putting on a radio script in a near-by station in some popular form such as a "Quiz Program" based upon fads, facts and fallacies of nutrition, etc., require more extensive facilities than many schools have. But, they are fine not only for student growth but also public relations if well done.

The girl with marked interest and ability in art can illustrate class-drawn conclusions with drawings of cartoons, comic strips, posters, and take and develop pictures useful for interpretation of homemaking classes. Where quality is high, such pictures may be made into slides for a permanent collection or even into a film strip which, of course, is more technically difficult and costly.

More mature students can often share responsibility for such community projects as taking a poll among citizens, putting on a "campaign" in the community after achieving

success in such a classroom or school project, planning and carrying out community programs, displays and demonstrations as at Fairs, PTA meetings, etc.

Helping elementary teachers, taking responsibility for caring for small children at club meetings, churches, etc., require dependability and good judgment rather than intellectual superiority, but students who have developed all these abilities should be allowed their share of such responsibilities, even though a teacher always has to keep in mind the need for saving firsthand experiences within the abilities of slower students for these students.

- * Group values always have to be balanced with opportunities for individual initiative and creativeness.

If enrichment experiences were to be forced upon a faster learner by all teachers at the same time, the pressure upon the student would be too great. Moreover, any student who secures an undue number of the "prestige-carrying" experiences in a high school can easily lose the benefits of group give-and-take and group support.

Emphasis should be placed upon how and where other less capable pupils can make very necessary contributions to most of the group projects suggested.

Can we cope with the gifted--if we get the chance?

Any course required of all students may or may not include one or more of the gifted group. In general, techniques recommended for faster learners are a satisfactory way to start with a gifted student. In the meantime, try to discover as much as you can about that person's background in school and at home. No matter what face a gifted child may choose to show to the world, she is likely to be a far more complex creature than appears on the surface. Her keen, free-ranging mind is likely to have touched upon information we do not know. She thinks in abstractions with such vigor and imagination that, as one puzzled teacher remarked, "she doesn't seem to need a teacher!" Another homemaking teacher reported that, for the most part, she had provided her budding genius with facilities and freedom, then sat back and enjoyed her.

However, all teachers of the gifted do seem to have a unique responsibility to them. They need to be watchful that "special" treatment does not go so far as to develop an unwholesome self-centeredness in the individual. Can competitiveness be appropriately balanced with group cooperation in laboratory activities? Can individualists be helped to enjoy students who are natural conformists? Can the gifted accept the practice of alternate leadership with patience and understanding under a wise teacher's guidance? Along those paths will lie personal happiness and society's welfare.

How Can We Find Time for Making Improvements?

In a recent study designed to compare the characteristics of successful men and women teachers, integrity had the highest frequency in both sexes. But a startling contrast offers food for thought. The next highest rating for women was for general housekeeping; it received the lowest rating for men. The characteristic that ranked next to the top for men was emotional stability; for women it was reported with least frequency. So what?

You are working too hard if YOU ALONE

1. Do the shopping
2. Lead all discussions
3. Check all the quizzes
4. Give all demonstrations
5. Prepare the bulletin boards
6. Write articles for newspapers
7. Do the daily dusting and cleaning
8. Prepare all illustrative materials
9. Clip department magazines for filing
10. Water and care for plants and flowers
11. Distribute and collect reference books
12. Return instructional materials to files
13. Take annual inventories of the department
14. Keep class accounts for school expenditures
15. Return equipment and supplies to proper place
16. Plan department storage and other arrangements
17. Assume major responsibility for FHA activities
18. Give programs to PTA and other community groups
19. Assume responsibility for department hospitality
20. Keep equipment, especially sewing machines, in order
21. Keep the ironing board cover clean and in good repair
22. Plan and prepare exhibits for interpreting homemaking
23. Arrange for mutual interchanges between school and community
24. Take charge of "interest" or "art" centers in the department
25. Launder department towels or send out, if no laundry equipment
26. Try out sample copies of texts under consideration for purchase

Learning is for students

As a result of this excessive industry you are missing opportunities each day for desirable student development. Moreover, there are extremely important jobs that students cannot do, such as--

1. Plan lessons
2. Keep school records
3. Make out school reports
4. Counsel FHA officers and committees
5. Develop evaluation instruments needed
6. Prepare for and hold pupil conferences
7. Decide what should be clipped from magazines
8. Teach or plan for instruction of adults

You can do more and better work in these areas if you can teach your students to carry increased responsibility for those tasks which they are able to do.

Did you note that verb "teach"? Of course, it is likely that we teachers will often feel as the mother does when she says, "Oh, my goodness! I can't stand to have my daughter messing around when I can do the job in half the time!" But after all, we are being paid to develop in our students those very characteristics which that mother feels are so lacking in her daughter.

Sharing responsibilities and experimenting so as to develop more efficient procedures will be a means of your helping students to develop leadership ability as well as to utilize time to better advantage. But such attitudes and abilities by no means "come naturally" to students! Here are some specific ways which other teachers have used to gradually develop these in pupils.

- * Identify from the twenty-six activities listed on the first page a few that seem to offer greatest promise for both you and the students.

Which would save you the most time? In a State Survey of Illinois teachers, over half indicated that they were spending from three to five hours per week on department housekeeping. Perhaps that offers you a suggestion? To consider ways in which to secure time for doing that shorter list of vital jobs which only you can do has been termed "enlightened selfishness."

Which would be used so frequently by the students in and out of school that time spent in learning to do these easily and efficiently would be defensible? For example, if standards demanded are limited to what would be realistic for the girls after marriage, efficiency in dusting and home cleaning is not only a worthwhile ability but one involving many problem-solving opportunities for experimenting, then making thoughtful choices between various techniques and facilities.

- * Use class time deliberately to teach selected abilities through reading, experimental demonstrations, and drill, then:

Hold students to responsibility of doing consistently in the classroom thereafter.

Encourage further experimenting and practice in the home by using stated class periods for student reports on results.

* Keep up your patience and faith during the time necessary for students' habit formation by remembering that:

Economists believe that the majority of women henceforth can expect to be gainfully employed or engaged in unpaid but necessary community work that is equally time consuming during most of their adult years. Unfortunately, the proportion of even the mothers of preschool-age children is on the increase with over one-sixth of all such women now being gainfully employed.

Investigations show that pressure of time is the primary difficulty recognized by today's homemakers. A recent survey in Wisconsin suggests that our many gadgets, ready-prepared foods, factory production of clothing, etc., have not materially reduced the time spent by homemakers on homemaking.

A "double job" requires more efficiency in homemaking skills as well as in general management of resources. A study in Michigan indicated that women who are both homemakers and employed full-time can expect to work about eleven and one-half hours per day.

Slower learners who are likely to be doing those adult jobs involving the most physical fatigue and who can learn homemaking skills best under guidance, seem to need much practice in school and at home if they are to be as adequately prepared for such a future as is possible.

Obviously, emphasis upon developing management skills may force out of a high school curriculum many of the fancier dishes in foods, fussier techniques in clothing, perfectionist standards in home care, etc., formerly taught by some home economists.

Provide for creativity

Identify, among the twenty-six activities suggested, those that offer the possibility of creative satisfactions, and help individual students learn how to do these well. With automation promising to drastically limit the creative possibilities of jobs held by women employed in many industries, creative satisfactions must be sought through other media. College-bound students, too, need to realize the creative possibilities in the necessary homemaking tasks that come with marriage and in those community activities in which they may participate, if they are to reduce the sense of unhappy frustration that appears to be common today in those young married women who have acquired training beyond a high school education. But genuine creativity is expressed differently by each person. Hence, choices should be offered and activities set up so as to provide some possibilities for each individual's satisfactions.

- * Activities numbered 7, 9, 10, 11, 12, 13, 14, 15, 19, 20, 21, 23, and 25 consist of routines that can be rather quickly learned because relatively definite directions are possible. Yet individuals can be encouraged to contribute their own unique gifts to each, thereby experiencing a feeling of creativeness rather quickly. For example, almost every pupil has some contacts in the community which can be utilized in arranging for such an "interchange," number 23, as a field trip.
- * Activities numbered 1, 3, 8, 16, 17, 24, and 26 involve more judgment and probably would continue throughout whatever home-making courses a pupil would elect at levels of increasing difficulty. Consequently, degrees of independence possible to pupils would influence the amount of creative expression possible. For example, in "doing the shopping," number 1, older pupils could obviously be allowed more latitude in adjusting actual purchases to funds available than could beginners; in making such decisions, individuals and groups could express their own choices creatively.
- * Activities numbered 2, 4, 5, 6, 18, and 22 might not be as appropriate or worthwhile for all pupils as would the others listed because some special talents cannot and should not be expected of everyone. However, the wide range in amounts and types of group leadership, aesthetic production, and writing for publication should open up creative opportunities for at least a majority of the students. For example, consider a food or clothing demonstration developed as a cooperative undertaking by a whole class for some organized group in the community. A very slow learner could gain real satisfaction in passing out the programs, students with deft hands could do the processes, while faster learners with better-than-average verbal facility could explain what was being done and why.
- * Distribution of activities should be rapid enough that each student can move on to a new responsibility as soon as one ability has been mastered thoroughly and further repetition would become wasteful "overlearning." On the other hand, students with great limitations are happy to repeat simple activities many times after they have learned how to do these successfully, and probably should be allowed to do so with only minor variations introduced occasionally.

The Illinois State Survey indicated clearly that experienced teachers shared far more responsibilities with their students than did the beginners at the end of one year of teaching. One reason experienced teachers gave for doing so was that they discovered that getting students to participate in all aspects of the program was a very definite way of developing more interest in homemaking. Why not try some new ways of carrying on a few activities? You'll find that there is not only time saved for your more vital jobs but also real enjoyment to be gained from "taking a back seat" and watching your students grow in abilities and responsibilities.

An example of using students as club advisers

Some graduate students happened to read an article in the October, 1956 issue of The Personnel and Guidance Journal which outlined a plan for doing just that. Even though the author was Dr. Roy R. Senour, Jr. in the Department of Personnel Services at Brooklyn College, Brooklyn, New York, these readers remained skeptical. They were convinced that the idea might "work" at the college level, but surely not at the high school level!

However, under multiple pressures of new positions the next year, three instructors teaching in nearby suburbs decided to try out the plan with occasional meetings to compare results and conclusions. Out of their experiences with home economics clubs, they evolved the following recommendations.

* For finding student leaders

Be on the watch for advanced high school students who are interested and have shown some ability in working with your FHA chapter, a committee of the freshman class, or some such activity. Give careful consideration to the student's personality characteristics as they might affect her success in working with a specific group.

* For guiding student leaders

Plan with the student her first steps in working with the small group. Perhaps an activity such as a sale of popcorn balls might be a logical choice. Her "starter" should be with something in which the group is sure to be interested. This will give quick satisfaction to the potential group leader. As time moves on, maintain close contact with her, at least "behind the scenes," until the group has transferred allegiance to her guidance. Give her freedom in making decisions as rapidly as is at all feasible.

* For future growth of student leaders

Gradually increase the student leader's opportunities for increasingly varied and important experiences. Evaluate results and what was learned by her and by the youngsters whom she was guiding. Give her status as a senior by asking her to start a prospective leader in the tenth grade in the latter's first experiences as a group leader.

Needless to say, the instructors were never able to completely withdraw with such a program at the high school level. But they did receive much constructive help and saved some time in the later periods of training. Above all, they felt they had more nearly approached the goal of developing leadership potentials in students than they had ever before achieved.

In Unity There Is Strength--The Chicago Story

As always, articles in the Illinois Teacher share with you both the latest findings from professional literature and research and the recent successful experiences of real people. This section reports on the positive action taken by our largest city in Illinois. Chicago supervisors and teachers hope that readers will find stimulation and help from the following account.

We ponder

We have heard, from near and far, that home economics teachers everywhere are concerned about the increased emphasis on the academic subjects and the apparent lack of concern of anyone, except home economists, about the subject which will certainly help our young people to learn to live more effectively, more efficiently, and with deeper satisfaction. The result practically everywhere has been a drop in the enrollment of students in high school and college home economics classes.

This awareness has been very keenly felt in Chicago. In spite of having recently published a new Teaching Guide in Home Economics, which was prepared by many people working together over a period of years, we felt that something more was needed. Often the members of the supervisory staff heard the question, "What are you in the central office doing about our problem?" So we pooled our best thinking and decided to have a meeting of all of the teachers concerned with the home economics program, from the upper grade centers, high schools, junior college, and teachers college. The meeting was held on March 31st and was attended by some 95% of all of our teachers concerned.

We meet

We opened the meeting by telling the group that we were gathered to consider a problem which concerned all of us and all of our young people, whether they knew it or not. We told them that we in the central office were fully aware that the home economics program was shrinking rapidly, particularly at high school level and for several reasons, not just one. Because we believe in home economics education we had called this meeting to focus our thinking, to share our successful experiences, and to look to the future with expectation and careful thought as to the direction we are to go.

It was suggested that we look at the current situation as a temporary setback. The greatest mastery of any setback comes in seeing that overcoming it takes fortitude and work. In a physical problem, no matter what causes a setback, healing does not come by blaming anyone for the damage done. Just sitting back and looking at a problem never solves it. Apathy is the greatest enemy of progress. Getting over hurdles may be time-consuming and discouraging but not getting over them simply spells defeat. And so we faced our problem at this meeting and made an attempt to find ways to solve it.

We read

First, we had a story for everyone to read. This story is called "Echoes From a High School Home Economics Department." While the story is a fictitious one, parts of it might well represent a true picture of any one or more of our schools today. Inspiration for such a use of a case study was gained at a special meeting for city supervisors in the Central Region sponsored last February by the Home Economics Education Service of the Office of Education.

Echoes From A High School Home Economics Department

As Florence Carson, clothing teacher at Central High, turns the key to open the door to her apartment, an almost overwhelming weariness overtakes her. It isn't any later than usual; in fact, she left school promptly and got a ride home. And Wednesday is usually a less strenuous day because her home economics classes meet only single periods.

True, the ninth-period class in General Science, which she is teaching this year because of the shrinking enrollment in home economics, was noisier and more restless than usual. Perhaps if she'd been able to get to the science room in time to assemble the equipment for the experiment she had originally planned, the class might have been more interested. But she just had to take time to talk to Grace when they met on the way up to the third floor.

Hat and coat off by this time, Florence Carson sinks into her favorite lounge chair and rests her head against its comfortable, high back. This really had been a day--and what Grace had told her was just about the last straw!

Grace Long, who had been at Central High twelve years--only one year less than she, with not one home economics class to teach next year! And last year it had been June Pearson, the "baby" of the department, but the one who had brought so much enthusiasm! One would certainly think that, with her science class and the two history classes Alice Marsh was teaching along with her Foods program, there would be enough classes to keep Grace.

But Mr. Middleton, the assistant principal, had called Grace in to his office and shown her the registration tallies for next semester. No Clothing I or Foods I because all the freshmen were being programmed in English, Science, Mathematics, and Language; only 32 signed up for Clothing II, which meant too many for one class and not enough for two, so a few would be channeled into some other elective. What was more, Grace had reported, he said no Foods III or Clothing III next semester.

Actually, this part of it hadn't been news because she had heard it earlier in the week when Mr. Middleton had called her to his office to ask if she, as department chairman, could offer some explanation for the high proportion of failures in the home economics department. She had tried to explain that in the past year or two they seemed to be getting more and more of the slow learners in their classes.

"Head and hands must work together," she had told him, "and it takes as much mental ability to succeed in our area of the curriculum as it does in academic classes. Why," she had asked him, "can't we have more of the 'better' girls in our classes? Only a few of our low I Q's are ever able to meet the requirements of the course of study. What is more, they are the ones who never get their fabric and patterns to the clothing class until after the first marking period. In Foods they come without equipment, they're slow, and they simply can't follow even the simplest recipe. Thank goodness not many of them get to be juniors and seniors so we don't have to struggle with them in Home Management."

Mr. Middleton had been non-committal, but she knew what was in his mind; his chief concern has always been the college-bound student and so a lot of stress is put on courses girls will need as college preparation. He never hesitates letting it be known that some subject matter areas are more "meaty" and therefore endowed with more respectability than others.

And the adjustment counselor still speaks of "cooking and sewing"--and only last week was heard to say that girls could learn this at home. She was no help!

When Miss Ashton, the supervisor of home economics for the area in which Central High is located, visited the last time, even she was not as enthusiastic as usual. For one thing, she reported that the program in grades seven and eight was gradually being eliminated. Actually, Miss Carson wasn't too disturbed about this. In fact, she had thought it might simplify things if the girls coming to her beginning classes came with no previous experience at all; it would be a relief not to have to listen to the students say they had already done this or that in grade seven or eight.

What would it be like next semester with Grace gone--goodness knows where--and only Alice and she left in the department. They'd probably have to split the home management program and each take half the load. That would mean still another preparation. She certainly wasn't going to feel as confident teaching money management and child development as she did foods or clothing, although it had been a long time since she'd done anything in the foods area. It was going to be helpful that the department did have a good number of the home management textbooks.

Florence Carson wonders what will happen to the laboratories. Will they have to share them with some other department? How proud they'd been when the remodeling job had been completed--even though the new rooms proved to be a lot more work to keep. With only two teachers, the job would be even greater. It was hard enough when she'd had a full clothing program, and it had always bothered her that she never could find time to change her bulletin board or develop any new illustrative materials.

Could there possibly be anything else to add to her frustration and weariness? Yes, there was! Another thing Miss Ashton had told her was about the FHA club that Northeast Vocational had started. Apparently it

had been mentioned to the principal as a possible means of stimulating interest among the girls at Central. Florence Carson doubted that they'd be able to get enough girls interested to make it worthwhile.

How can so critical a situation develop so suddenly? And in a subject area which for more than fifty years has been recognized as meeting a vital pupil need--a subject area in which she, Florence Carson, has spent all of her teaching years? Is it too late to "save" the department? If it is not, what must be done?

We buzz

After a brief presentation by Miss Walsh, which you have already read in the earlier part of this article, we divided the assembled teachers into small groups of ten. Each group was asked to select a chairman and a recorder. Then the chairman guided a fifteen-minute discussion of the question which had been presented to her particular group. The recorder was to briefly summarize the answer of the group and present it to the entire assembly.

We report

Because the entire assembly was so very large we have, necessarily, compiled the suggestions and the questions themselves into five different categories. You will notice that each of these categories is covered by one specific question. The questions and the suggestions received from the various groups follow. Questions asked of Florence Carson concerned herself, the curriculum, public relations, professionalism, and expansion.

Concerning herself

Are there ways in which Florence Carson can improve her own personal adjustment and behavior, thereby furthering the cause of home economics?

Suggestions given:

- * Examine our own philosophy of home economics; if necessary, re-develop it along new directions, and then make it live.
- * Through our personal appearance, behavior, and speech, sell ourselves to students, parents, other teachers, and administrators.
- * Develop enthusiasm for our work, seeking inspiration and guidance if needed.
- * Dismiss any attitude of defeatism, facing changes realistically, open-mindedly, and cheerfully, and regarding them as an opportunity for personal growth.
- * Let administrators know of our desire and endeavors to meet the new challenge.

Concerning curriculum

How can we implement the new Teaching Guide for Home Economics to insure a more effective and dynamic program--one that will be recognized as essential by administrators and teachers outside the home economics department?

Suggestions given:

- * We must analyze needs of the students we teach and adjust the curriculum to the students, not the students to the curriculum.
- * Because we do not make home visits, it would be helpful to use a questionnaire in order to include the parents' suggestions in selecting problems to solve in classes.
- * We must recognize and gear our teaching to levels of learning avoiding unnecessary repetition and insuring progression from one level to the next.
- * We must devise more effective means for motivating pupils. This will necessitate a deeper understanding of their way of life, followed by a more realistic, practical, and personal approach.
- * We must make full use of the leaders and "superior" students in our classes--and utilize every opportunity and technique to develop leadership.
- * For all pupils, but particularly for those more accelerated, we need to make full use of all school and community facilities--library, visual aids, periodicals, etc.
- * We must accept increasing numbers of slow learners as a challenge, as well as with a feeling of satisfaction and pride that we and our subject area are able to bring about growth and change in this group.
- * Our teaching must be adjusted to the slow learner, and her accomplishments evaluated in terms of her ability. It is vital that the slow learner experience success; therefore, course content and final grades must both be developed accordingly.
- * Use every means to make our teaching more effective.

Concerning public relations

We are all too frequently guilty of being overly modest--"hiding our light under a bushel"--or of being too busy to engage actively in furthering good public relations. What methods could be employed to overcome this tendency?

Suggestions given

- * We have our best potential right in our classes. Use the pupils we teach for furthering interpretation in every possible way.
- * Develop good salesmanship techniques and sell our courses to administrators. Some specific techniques are:
 - Giving assemblies to explain and demonstrate home economics program.
 - Preparing bulletin boards for halls.
 - Displaying posters in lunchroom and corridors.
 - Feeding "copy" to school newspaper.
- * Use personal contacts whenever possible; arrange conferences with all teachers who counsel students on subject elections; sell home economics to the teachers who make the "master program."
- * Distribute specially prepared attractive mimeographed materials to all faculty members to acquaint them with the subject area, the department, and its activities.
- * Direct or relate general conversation toward home economics wherever possible, stressing in particular the intellectual content of home economics courses.
- * Promote good inter-departmental relations by seeking and creating opportunities to work with teachers in other areas.
- * Cultivate friendly relations with the guidance counselor, who is the key person in contact with both parents and administrators.
- * Interest the Parent-Teacher Associations of both the high school and the contributing elementary schools. Present programs, give talks, distribute materials, or use any other means to stress importance of home economics training for every girl.
- * Present talks, demonstrations, etc., to 8th grades to interest them in electing home economics.
- * Enter exhibits in the Science Fair of our schools.
- * Encourage attendance at Open House, and prepare outstanding displays in the home economics department.
- * Use every opportunity to work and become known in civic organizations and community groups.

- * Place question-box outside home economics classroom door for students not in department. Publicize its use in school newspaper. Appoint committees or an advisory board to prepare answers, after questions are carefully read by the teacher to insure protection of individuals' privacy and serious intent.

Concerning professionalism

On the premise that Florence Carson might gain greater respect and support for her subject if she strengthened her own professionalism, what kind of program could be suggested for her?

Suggestions given:

- * Like all home economists, she must be an active member of our professional organizations--attend, and participate in meetings.
- * Keep abreast of developments in our field by reading professional literature.
- * Participate in non-home economics organizations of teachers, recognizing the potential for publicizing home economics.
- * Attend courses, workshops, and conferences to refresh and learn anew.
- * Willingly accept any school or community duty or responsibility that will speak for our subject.
- * Recognize and accept the need for change; achieve a positive attitude toward the challenge we are facing.

Concerning expansion

Can we expand our program to include new areas of learning, or heretofore unmet groups of students, in order to combat diminishing enrollment?

Suggestions given:

- * Establish new classes, meeting fewer periods per week, in foods, in clothing, or a "brides" course for pupils who have ability to do more intensive work.
- * Encourage home economics as a fifth unit for those whose grades permit.
- * Develop an "advanced problems" course which employs modern teaching methods and materials.
- * Convince administrators that our Home Management course should be accepted in the Social Studies Sequence for a high school diploma.

We react

All during the presentation and the discussion period a Reactor Panel of four of the teachers in Chicago were listening attentively and thinking about the entire situation. Each of these "reactors" was allowed three minutes to react to what they had heard. Miss Alice Orphanos, a teacher at Farragut High School, made the following points:

* Key assumptions:

We are consecrated to the worthiness of our cause.

We must have moral courage, a "must" quality in any leadership today.

* Most urgent local issue:

Act as an entire body to recommend whatever a committee suggests on the issue of Home Management being counted in the Social Studies Sequence.

* Immediate and long-range goal:

Correct use of mass media as "message" media. (Reginaid Clough, publisher of Time states: "Publicity is something you can have if you pay for it; public relations is the sum total of impressions--it is something you have, whether you want it or not.")

* Highlights on what one can do in our local schools:

Participate actively in the Science Fair.

Work more directly with the P.T.A.

Use the school's display case.

Use weekly bulletins for special announcements of guest speakers, demonstrations, etc. If possible, other girls who have study hall during the stated period may be invited to attend.

Become your own photographer and send glossy prints with articles to local newspapers.

Work more closely with school people in programming.
Review "Patterns" on how Home Economics can fit into a four-year program.

Utilize good educational materials in reaching out to girls:

Betty Crocker's examination for all seniors, "American Homemaker of Tomorrow."

Other awards programs that are educationally defensible but sponsored by commercial companies.

Share extra "Modern Miss" booklets with other departments such as girls' physical education.

* Possibilities:

City-wide public relations committee in home economics.

Mrs. Leola Wallace of McKinley Upper Grade Center suggested:

- * Upper Grade Center teachers should constantly encourage students to continue Home Economics in high school.
- * High School teachers should understand that the Upper Grade Centers are not taking over their jobs but are laying a foundation for further work at high school level, and plan for progression of learning so work does not become boring.
- * High school teachers need to seek out the cooperation of administrators so that students may be channeled into home economics. To do this, teachers must have a firm conviction that the courses are vital; they must keep up-to-date on current methods and changes in education--not just home economics--through attendance and participation in workshops, through reading and studying professional literature.
- * Teachers must "SELL" home economics through outstanding activities in the school and community life:

Displays on parent-interview day, plus Open House.

Home Economics Fair, on the order of The Science Fair.

Advise administrators of what is being done in department.

Mrs. Patricia Hallisy of South Shore High School quoted the inscription on the Statue of Liberty: "Give me your poor - your cold - your hungry," and correlated the teaching of courses in home management to meeting the needs of the poor, of clothing courses to meeting the needs of the cold, and courses in foods to meeting the needs of the hungry. She further stated that Home Economics courses teach the use of resources so that values and goals of the individual, the family, or of society may be attained. In such courses students are helped to think critically by way of the teacher relating knowledge and learning experience to personal perceptions, and through learning the language in the field--spelling, pronunciation, definitions, review, and repeated use.

Mrs. Hallisy indicated that the well-educated woman of the future will blend the arts and homemaking with science. The science will steady the art and the homemaking will give charm to the science.

Miss Genevieve Fahey, a teacher at Bogan High School, said in substance: We must avoid Florence Carson's defeatist attitude and take a more positive viewpoint. Her reluctance to take the slower students is a mistake. We should realize that we serve all children in the school and, actually, in serving the slower students we are making a real contribution to the educational system in Chicago.

The attitude of the group present at this meeting is very healthy. I believe we are taking a fair and objective attitude towards our work. We showed enthusiasm and seemed anxious to make whatever changes are necessary in our present teaching to meet current needs. In several of the groups good suggestions were made, such as entering our students in the science projects, and contributing to the school activities wherever we could, making our work known to others in the school and in the community.

A questionnaire to parents, asking their interests and the needs of their children, would correlate the needs of the children to the classroom work. We can make use of assemblies and reach the parents through the P.T.A. Our programs should be constantly adjusted to the needs of the learners. The work must be realistic and practical. We must start at the student's level. We teachers must sell ourselves through our own work and enthusiasm.

We summarize

We feel sure that the discussion group reports and the panel reactions present a great deal of food for thought and action. The following suggestions were then presented to the entire group. These were given in an effort to help teachers improve their teaching, increase the number of students enrolled in home economics classes, and build a better understanding of the value of home economics courses.

- * Study the copy of New Directions published by the American Home Economics Association. (Copy furnished)
- * Delve seriously into the new Teaching Guide for Home Economics.
- * Make available copies of the "possible program patterns" to adjustment teachers, counselors, and parents. This is a reprint from a page in our Teaching Guide which we have made available in a single sheet for the cost of paper only, printing being done in one of our vocational high schools.
- * Remember that you won't get the accelerated group of 5 - 10 per cent. Most of our regular classes will have the average--and some below average--students. Other level students might take Home Economics as a fifth major, but, no matter who the students are, the class work must be keyed to the level of the student and made interesting and worthwhile for her.
- * As a teacher of home economics, you cannot afford not to belong to your professional organizations. They work for you and with you!

- * Read professional literature--the Journal of Home Economics, published by the American Home Economics Association, the DHE Topics, published by the Department of Home Economics, National Education Association, The Journal of the American Vocational Association; other non-home economics professional literature including Overview and the Teachers College Record. We particularly recommend the article entitled, "What Education Has To Learn From Psychology," by Percival Symonds, in the Teachers College Record, for October, 1959.
- * Remember that mental growth depends primarily on how a subject is taught and on the emphasis in its teaching. So concern yourself with method and procedure, as well as subject matter.
- * Keep your students and their needs in mind. Secure information that will inform you of these. Incidentally, in Chicago we have eighteen school districts. In one of these districts alone, 11,000 folder changes were made in one year! Mobility at its maximum! And what are the needs of people who are constantly moving?
- * Ask yourself--how strong is my program? What changes do I make as the world changes?
- * Don't forget--when you believe in what you are doing you work for it. You fight for it.
- * So--draw yourself up to full height, look everybody squarely in the eye, and say, "I am a quality teacher of home economics-- I must grow."

Communication Pays Off - The Smaller Community

One great advantage of teaching in a smaller community seems to be that communication between all those involved in the business of education is far easier than it is in a metropolitan area. Yet here, too, many of the techniques of public relations proposed by the Chicago group are not only valuable but necessary.

With the 1953 public relations guide, Opinion Building, published by the AHEA for 50 cents, and the News on PR Cues, just off the press for \$1.00, there seemed no justification for presentation of additional principles in the Illinois Teacher. Instead, we propose to give you, step by step, the procedures employed last year in a highly effective program in Lawrenceville, Illinois.

Miss Elsie Buchanan, the home economics teacher at Lawrenceville, noted that only 65 of the girls in grades nine through twelve were being reached during the school year 1958-59. With her firm belief that homemaking education is a valuable part of the total high school program, she decided that she needed to communicate to others the reasons for her belief.

How did she go about this? Well, first she secured data on projected enrollments. That turned out to be easy; even the smallest schools and communities are studying their probable future populations. Why did she start with this data? Because even a dedicated home economist with a vision has to begin and stay within the bounds of reality, as nearly as these can be determined.

Next, after reviewing both the principles of motivation and her knowledge of her probable readers, she prepared five idea-packed pages that utilized every possible appeal. Her administrator and the School Board accepted her illustrated manuscript enthusiastically. The local printer, fired with community pride, printed a delightfully attractive booklet, complete with colored inks and jolly drawings on the front and back covers. And at a price far below the usual commercial rate!

With such enthusiastic support, Miss Buchanan could present with equal enthusiasm a copy to every girl in grades eight through twelve shortly before preregistration. Obviously, the eighth graders were future "customers." But the twelfth graders, too, might be interested in home economics in college or as young adults in the community. Later as PTA members and tax payers they would be VIPs, indeed. Moreover, every girl was urged to share the booklet with her family and friends, and invited to request copies for other interested folk. Booklets were also mailed out by the school to strategically important persons in the community.

So what happened? From 65 enrollees in 1958-59 the number mounted to 97 this year--an increase of almost 50%! This spring the same booklets are ready for the in-coming eighth graders, to be personally presented by this year's teacher at Lawrenceville, since in August Miss Buchanan became Chief of the Home Economics Education Service in Springfield.

However, before the 1958-59 school year closed in Lawrenceville, Miss Buchanan had still another idea. She composed a deeply probing but very clever questionnaire with the avowed purpose of discovering the strengths and weaknesses of the present program in homemaking. For example, she sought frankness by asking, "Why do you think three of your friends are not taking home economics?" Every girl in high school responded carefully because they approved of Miss Buchanan's efforts to improve the offerings.

Early summer found Miss Buchanan tabulating the results and drawing up plans for 1959-1960 based upon the findings from these questionnaires. We suspect she may have felt real disappointment in being unable to put these plans into action. But what a helpful legacy for her successor!

The staff in home economics education at the University of Illinois were so deeply impressed by Miss Buchanan's positive action along two fronts that they decided to collaborate on self-evaluation check lists for homemaking teachers in 1960. Tacitly Miss Buchanan had acknowledged that the finest of promotional material was inadequate unless the teaching was equally good. To help each of our readers estimate the quality of her own teaching, Vol. III, No. 9 is devoted to check lists that offer in the most concise form possible 1960 standards of quality teaching in all aspects. WATCH FOR IT!

MATE SELECTION AND THE ROMANTIC LOVE MYTH

Lura A. Stoedefalke
University of Illinois

When students ask, "How do you know it's love?" what do you answer? When they ask, "How important is romance in mate selection?", what is your reply? Perhaps such questions bring to mind a picture of immature adolescent emotion, inexperience, and over-idealization of the boy or girl friend with too little consideration for the serious aspects of courtship and marriage. With the increasingly early age for marriage and over-romanticism in movies, TV, and mass media, it is this writer's opinion that many of us discredit the positive elements of romantic love as a basis for mate selection and as a unifying factor in marriage. Appearing in the professional literature with noticeable frequency have been articles concerning themselves with romantic love and the romantic love myth. Sociologists and others have become interested in discerning to what extent romantic love does influence mate selection and if, indeed as is popularly assumed, romance does exert a strong influence on mate selection in the U.S., is this influence beneficial or detrimental to successful marriage?

The purpose of this article will be to examine the basic tenets of the romantic myth and to evaluate their contribution to successful marriage. In order to do this it will be necessary to trace the history of the myth in our society and review some of the leading theories which explain its value to our family system. In addition, an attempt will be made to delineate some of the reasons why such a myth has found a place in our society but not in others. It is hoped that the thoughtful student may be guided to view more objectively his own situation in relation to the broader picture presented.

Where and when did the romantic love myth originate?

One writer describes it as an underlying element of the early European peasant society alluding to the halo of holiness placed upon the virgin girl who could bring good luck to her family and village because of her purity and high character. The fairest maiden of all was chosen the Queen of May and became the village protectrix. She was revered and respected by all, but particularly by the young men who could never hope to win her without wooing their way into her heart.

A more popular version of the history of the romantic myth is that it originated among the knights in 13th century Europe. Those who were to go on crusades and into battle needed a symbol into which they might channel their emotions. When they took their oath for knighthood they promised also to revere and pay homage to the ladies in court. If they won the favor of the lady they deemed to be most beautiful and fair of all, she gave them a lace handkerchief or rose which was carried under their armour into battle. The personal sacrifices which they were to make became small in relation to the image of the beautiful lady for whom they were fighting. This was a love outlet of a non-physical and extremely idealistic nature. It was a love which never hoped to be realized.

The second stage of romantic love, courtly love, flourished in 13th, 14th, and 15th century Europe. At this time marriages in the upper class were arranged on a financial basis with emphasis on family name and prestige. Love was not viewed as a necessary component for marriage. It became the practice for the ladies of court to have a suitor upon whom they might fasten their romantic ideas which were again non-physical in nature. The suitor sent his lady tokens of his esteem and paid his respect in a variety of chivalrous ways always with the end of raising the lady's self-esteem and enhancing the beauty of her character. These tokens were presented with no idea of any rewards by the wooing suitor. The lady's husband took pride in the fact that his wife was so admired and entertained. Thus, we have the beginnings of chivalry and the popular manifestations of romance which are so familiar in our mass media.

Samuel Richardson, (1689 - 1761) an English novelist, is credited with first having suggested that romantic love and marriage should be combined and that romantic love is a necessary prerequisite for marriage. As the influence of romantic love myth gradually filtered down to the middle and lower classes more people began to plead for the right of young people to make their own choice of marriage partner. By the end of the 19th century romantic love had won its battle in the upper and middle classes. In the meantime, the idea had been carried to the United States where it enjoyed even wider acceptance.

Today it is the American girlhood dream that she will grow up, fall in love, get married, have children, and live happily ever after. It is assumed that each stage is a natural sequence to the one preceding it. We censure people in our society who marry without love.

How important then is romantic love as a basis for marriage?

Sociologists have advanced several theories concerning the importance of the romantic love myth to the American concept of courtship and marriage. Waller describes romantic love as the anesthesia which renders the amputation of our cherished habits painless. Romantic love serves to lure the younger generation away from their hedonistic pleasure seeking and set them to doing the work of the world. It can be seen that he would view love as blind but as a necessary mating gradient.

Goode suggests that the romantic myth provides the adolescent with appropriate forms of tension to make the breaking of the bonds of the closely knit small family feasible and facilitate the transition to adulthood and marriage. He states that love is an important consideration in mate selection in any society in which husband-wife bonds are the basis for family solidarity. It might be pointed out that by comparison in other societies marital solidarity is based upon economic functions or extended family kinship structures. Parsons states that romantic love serves the function of adjusting adolescents to the tensions of their status in our society.

Similar to the knights, teen-agers must sublimate sexual drives which are the strongest in adolescence into socially acceptable channels. Idealization, demonstration of physical prowess, attention to personal

appearance, and development of cultural interests are means of channeling maturing physical drives into acceptable outlets. Parsons in writing elsewhere states that romantic love allows a kind of leap of faith across the impossibility of making a rational choice (such as advertising encourages a similar leap of faith among equally available brand names). Implied in this analogy would be the assumption that all other prerequisites for a successful marriage such as similarity in religious views, social class, conception of marriage, family background, age, and degree of social participation, had already been validated, much as one selects a product against a list of necessary qualifications which it must fill. When products or possible mates possess all the necessary qualifications then the choice becomes one influenced either by brand name or romantic love. In this case romantic love becomes the third dimension in mate selection, very important to the success of the projected union, but meaningless unless combined with the other two; namely socio-economic similarities and compatible personality characteristics, i.e., ability to meet mate's emotional needs and emotional maturity.

It may be seen that the preceding theories all relate romantic love to our marriage system and in a variety of ways view it as operating to support this system. It should be pointed out that none view it as the only basis for marriage. Perhaps this is the fallacy of the myth that when romantic love is viewed as the only requirement for marriage it is not enough to support a lasting marriage, but conversely when mates are selected on the basis of personality or socio-economic factors alone, marriage lacks the spark and exhilaration which romantic love can contribute. Romantic love can then be seen as a positive element influencing mate selection but as only one of the components necessary for a successful marriage.

If the romantic love myth does influence our courtship and marriage system, what are the basic tenets of the romantic love myth?

First, there is a strong belief in the "one and only" theory of mate selection. This theory postulates that two people who fall in love are meant for each other and are united by some mystic force to be in communion forever. In reality, sociologists point out that there are several thousand prospective mates with whom each person could be happy.

Second, the pair falls in love not intentionally but because of some overpowering force that attracts each to the other as they meet. This unknown force may cause very irrational behavior on the part of otherwise very rational persons, but in this case as in no other our society is very willing to excuse it.

Third, romantic love is of a very idealistic nature. In modern day the mass media has linked a strong element of sex-attraction to the romantic love myth and this, along with the idealistic and ethereal quality of the love, puts the love pair into a state of well-being or euphoria.

Fourth the assumed outcome of romantic love is marriage in which the couple will live happily ever after. It is hereby implied that love is all that is needed for a successful marriage.

The fallacies in assuming that successful marriage can be based upon the romantic myth alone are apparent. The disillusionment which is thought by several writers to characterize the early stages of marriage is often blamed on the romantic myth. However, one writer in attempting to discern the relationship of high romanticism and over-idealization during courtship to disillusionment in marriage could find no clear relationship between the two in the sample studied. Since we as yet have no way of knowing the extent of the negative effects of romantic love upon marriage as a whole, perhaps the important thing to do is to understand the way in which the basic tenets of the myth can be used to enhance and strengthen marriage.

How can the romantic elements of love so apparent in courtship be utilized to enrich and enliven marriage?

First, romantic love is the element which brings new energy, ambition, and interest to life.

Second, the belief that the mate is the "one and only," when cultivated after marriage, can contribute to mutual feelings of trust, self-confidence, and security in the marriage partners.

Third, the mate may not be idealized in marriage as in courtship, but one can still continue to emphasize his mate's best qualities and encourage the mate to realize his fullest potential.

Fourth, the romantic element in marriage keeps the relationship ever growing, developing new interests, goals, and deepening feelings. When marriage is viewed as a continuous life adventure, the possibilities for new experience and zestful living are infinite. A feeling of well being continues to prevail. Ideally romantic love becomes so entwined and inter-related to the elements of deeper lasting love that the two become indistinguishable one from the other.

Why has the romantic love myth been perpetuated as a part of our society and not of others?

One of the reasons is that it is compatible with the idealistic nature of our marriage system. Another reason is that it carries with it the right of free choice of marriage partner which fits into our democratic framework and exemplifies our belief in the rights of the individual. Also, the standard of living maintained by our society can support the more superficial aspects of the myth. Even more important, the romantic love myth does not conflict with our religious beliefs.

Conclusion

Perhaps the place of the romantic love myth in our society can best be understood when the analogy is drawn to the Santa Claus myth. As we learn about Santa Claus in our home from our parents, so we are told that someday we will grow up and fall in love and marry. As we learn that Santa Claus is part of Christmas, so we learn that romance is a part of marriage. As we mature we learn that Santa Claus is only one aspect of the deeper more religious nature of Christmas which adds to the spirit of Christmas, but which is only a part of Christmas. Could we not relate romantic love in a similar way to marriage? It is only one aspect of the deeper, more religious meaning of marriage, which adds the spark to marriage, but is only a part of marriage.

It is this writer's opinion that teen-agers can be helped to understand the place of romance in courtship when they understand the origin and history of this myth in our society, when they understand its place in our marriage system, and when they can identify the basic tenets of the myth and the potential positive or negative contribution of these basic tenets to successful marriage. In the words of Morton Hunt:

"No reasonable person will deny that the adolescent and fictional variety of romantic love is unsuited to adult life, and that a heavy diet of it may misguide and harm some young people. But there is an even greater danger in condemning all romantic values and trying to root them out of marriage--the danger that we may weaken its structural ties and render it unrewarding. It may be virtuous to strive for maturity, but, because one is virtuous, shall there be no more cakes and ale?"

* * * * *

SEE NEXT PAGE, PLEASE, FOR IMPORTANT ANNOUNCEMENTS

TO OUR PATIENT SUBSCRIBERS

Good News!

Apparently Congress is going to postpone raising postage rates. So, we shall be happy to receive your 1960-61 subscriptions to the Illinois Teacher at the present rate of two dollars. They may be sent to:

Illinois Teacher
334 Gregory Hall
University of Illinois
Urbana, Illinois

An Explanation

Please do not let the fact that you receive this issue, No. 8, before you have received No. 7 lead you to the assumption that No. 7 has been lost in the mail. The star feature article has taken on a rather different character from our original plans, and further experimentation had to be completed before you could receive it. Consequently, you are likely to receive No. 7 and No. 9 in the same envelope. We hope they will prove to be stimulating summer reading.

A Hope

The Central Administration has undertaken a study of the unexplainable reasons for some of you failing to receive your copies of the Illinois Teacher regularly. Our publishing dates vary as much as the weather, as you know, and "welfare postage" is money-saving but slow. But within these limitations, you should receive every copy.

So let's all of us "keep our fingers crossed" that this rather irritating situation can be cleared up in 1960-61! Your sweet dispositions have been phenomenal! We surely do not want to impose on your tolerance any more than is necessary.

Editorial Board
Illinois Teacher

ILLINOIS TEACHER

HOME ECONOMICS
EDUCATION

UNIVERSITY OF ILLINOIS



Star Feature

HELP YOURSELF TO SUCCESS

Curriculum Building	402
Methods of Instruction	421
Guiding Students in Out-of-Class Activities	450
Teaching Aids	458
Classroom Atmosphere and Discipline	468
Appraisal in Teaching	474
Adult Homemaking Education Program	491

URBANA ○
ILLINOIS

HELP YOURSELF TO SUCCESS

Dorothy Keenan, Louise Lemmon, Doris Manning, Mary Mather
Elizabeth Simpson, Letitia Walsh
University of Illinois

The other day an Illinois specialist in public relations told some home economists in the Extension Service, "We are either on the way up or on the way down; we can't coast!" In these critical days her warning applies with equal force to those of us in teaching.

Another axiom of the business world is that "Money is wasted in trying to promote a poor product." So if we can't stand still and want to move up, a high quality of teaching seems necessary.

What is "quality teaching"? Kimball Wiles in his 1959 volume, Teaching For Better Schools, states that "Quality teaching is not an average of many qualities; it is an exceptional contribution to some important phase of teaching." In home economics teaching these phases include curriculum building, methods of instruction, guidance of out-of-class activities, teaching aids, techniques of evaluation, and adult education.

Moreover, we know very well that we cannot accomplish much if, like Don Quixote, we "leap upon a horse and dash off in all directions." From trying to help our students improve, we realize the value of a specific goal and an organized plan of action.

All of us have experienced a boost to our morale as we tackled and finished a job, no matter how small. So let's all start small. Then get our effort organized into what someone has called a "finishable bundle." For us that means whittling down our plan to a size that we know we can finish and see results.

To help you identify an aspect for your own improvement and whittle it down to a goal you can really achieve, the staff in home economics education has tried to identify the soundest and most significant ideas to be found in recent professional literature, then to break down each aspect into concise self-evaluation check lists. Of course, YOU must choose your own goal from reading the standards set up for the many aspects of teaching. Select the particular one that seems to promise YOU the most rewarding growth and the most certain satisfaction.

You will find at the end of each self-evaluation check sheet the words: "My Organized Plan For Action." Here you may list the procedures that promise the most constructive steps toward the attainment of your goal. Thus each check sheet becomes a work and progress record. Review these occasionally as morale boosters to continued effort.

Curriculum BuildingThe total home economics curriculumAre you moving in new directions:

<u>from 1940 teaching</u>	<u>toward 1960 teaching?</u>
Junior and senior high school home economics, Future Homemakers of America chapters, and adult home economics all separate and distinct programs	All aspects of a program coordinated, with emphasis on achieving important goals through the various channels
Felt needs and interests of students given the major consideration as bases for curriculum decisions	Needs of society and the logical development of the content of each area of home economics given major consideration as bases for curriculum decisions, along with felt needs and interests of students
Major emphasis on personal development of students as happy, secure individuals	Increased emphasis on intellectual development of students, as well as their social and emotional development
Emphasis on student-teacher sharing in setting up goals, planning ways to meet goals, and evaluating progress toward goals	This emphasis retained but with more structuring of the situation to make certain that there is a logical development of the area content; perhaps more careful attention to "setting the stage" for pupil participation in planning so that pupils are prepared to make carefully considered decisions on bases other than the interests and felt needs <u>of the moment</u>
Attention to the development of knowledge of specific factual information assumed to be of value throughout students' lives	Attention to the development of understanding of principles and generalizations that will apply to new situations that students may encounter in the future.
Emphasis on the development of "standard products." Emphasis on the "right" or accepted ways of doing things	More emphasis on thoughtful evaluation of various ways of doing things, including consideration of the values involved and different ways of expressing values.

from 1940 teaching

toward 1960 teaching

Problem-solving methods and their applications emphasized

Emphasis on various processes of thinking with applications made to all areas of homemaking, in addition to problem-solving processes

Manipulative skills given emphasis in homemaking program

Less emphasis on the manipulative skills; more emphasis on management and the relationship areas

Short, 3-week units of study on baby-sitting, personal development, home nursing, etc.

Units long enough to provide for development of mastery of the minimum essentials in the area of study

As a usual practice, the learning experiences limited to the minimum for all students

Provision for additional personalized learning experiences for developing individual abilities

Much attention to the problems of home production of foods and clothing

More attention to the problems of home consumption of foods and clothing

Problems of the home treated almost as if the home were an isolated social institution

Problems of the home considered in light of the interrelatedness of homes and other social institutions

Attention focused almost exclusively on student's own home and family and her home of the future

Increased attention given to developing understanding of families different from student's own--families of different countries, of different parts of own country, of different groups within own community

Considerable emphasis on "social mobility" as an educational objective

More emphasis on helping students learn how to think critically and creatively and to solve their own problems on what their social goals, standards, and values shall be

Limited attention to the mass media of communication and its influence on family life and on individuals

Increased attention to the mass media of communication and its influences on family life and on individuals

Emphasis on the girl's role as a future full-time homemaker, the boy's role as husband-provider

Increased emphasis on the girl's role as wife-homemaker-paid employee, and the boy's role as husband-homemaker-paid employee

from 1940 teaching

toward 1960 teaching

Some attention in later high school years to preparation for marriage.

Increased attention to preparation for marriage, although there are still important questions to be answered:

What kind of education for marriage and family life is most effective? When should it be provided?

Units on crafts and other leisure time activities sometimes included in the home-making program

Increased emphasis on the more basic problems of leisure time:

What does increased leisure mean in terms of its possibilities for social service, community activity, becoming an informed citizen, and cultural and educational activities? How do our values influence our use of leisure?

Curriculum plans assumed a two-generation family; little attention to the aged as family members

With more older people in our society, curriculum plans assume a three-generation family although not necessarily living together; more attention to needs of older family members

Home projects a vital part of the program, but frequently planned with regard to individual pupil's felt needs and interests only

Home projects and other home experiences, as home practices, more frequently seen as means of achieving class goals and more frequently related to class activities

Unit plans included:

- objectives
- learning experiences
- content in form of factual subject matter to be taught
- teaching aids
- tests

Unit plans include:

- objectives
- learning experiences
- content, in form of basic facts, principles, and generalizations
- teaching aids
- a variety of evaluation techniques appropriate to different objectives

from 1940 teaching

Decisions regarding the scope and sequence within an area based primarily on felt needs and interests of students in a class

toward 1960 teaching

Decisions regarding the scope and sequence within an area based on following considerations:

Scope

How frequently the learning will be needed

Chances that outcomes will be adequately learned apart from direct instruction of school

Cruciality of situations in which learnings will be used

How far students are capable of extending learning

What truly meaningful experiences can be provided

Sequence

Logical development of content in field

State of readiness for learning at each level

What pupils are likely to be enrolled in homemaking classes at each level

How provisions for new and interesting challenges may be made each year

How much repetition in an area is justified

My organized plan for action:

Personal and family livingAre you moving in new directions:

<u>from 1940 teaching</u>	<u>toward 1960 teaching?</u>
A two- to four-week unit on family life in the senior year	A three- to nine-week unit in family life included in each home-making course and/or a semester or year's course shortly before students leave high school
Ninety percent of the teaching on "preparation for marriage" based on assumption that all persons should marry	Units in family life suited to dominant social and personal needs of the age groups of students in a broad sequence of courses
General but vague outline for the family life program	Flexible scope and sequence deliberately planned for the entire program
Study of family life tending to be subjective, with teacher's experiences and values exerting undue influence	Study of family life based on all recent research that is available
Emphasis throughout family life program on "talking about" relationships and problems	Emphasis throughout family life program on understanding and practicing skills necessary to solve present and future relationships problems
Values imposed or assumed without being recognized and understood	Values studied; an attempt to help each student clarify values and start building a value system that will act as an integrating factor in his life
Family life program planned without considering the incorporation of family study in other departments in school	Home economics plans and shares with other school departments the study of family life
Evaluation designed to gather evidence on facts learned	Evaluation designed and administered cooperatively by teacher and students to gather evidences on changes in overt behavior as well as achievement of knowledge and understandings

from 1940 teachingtoward 1960 teaching

Students motivated for study
of family life by planning
course around the needs and
interests they currently perceive

Students encouraged to master basic
principles and taught how to apply
these to individual situations in
a rapidly changing world

My organized plan of action:

Teaching of family economicsAre you moving in new directions:

<u>from 1940 teaching</u>	<u>toward 1960 teaching?</u>
Little on family economics included in the homemaking program	Increasing emphasis on the economic problems of the family
Program of family economics education based on the assumption that there is one wage-earner in family, presumably the husband	Program based on the assumption that <u>many</u> families have two or more wage-earners, husband, wife, and possibly older children
Program based on the assumption that considerable production of goods is done in the home	Program based on the assumption that the home is primarily a consuming rather than a producing unit
Program based on an "economy of scarcity"	Program based on an "economy of abundance"
Emphasis on budgeting of allowance, family budgets, and qualities to look for in buying various articles	Program includes, in addition, an emphasis on individual and family goals and values as considerations in planning use of money
Study of tags, labels, and advertisements as sources of information for the consumer included in the program	<u>In addition</u> , advertising campaigns in various media analyzed for emotional appeals to consumers, government provisions for protection of consumer of many goods and services
Little attention to various forms of credit buying	Greatly increased attention to use of credit, advantages and disadvantages, forms available, intelligent use of each.
Investments rarely included because of the assumed complexity of the study. Almost no emphasis on understanding the tax structure, elements affecting economic stability, and other nation-wide influences on the welfare of the family	Study of saving and investments adapted to wide range of ages, including insurance pension systems, social security provisions, with emphasis on greatly increased concern with and study of these and other aspects of the world of work that, like automation, inflation, etc., will require adjustments in the future.

My organized plan of action:

Teaching of foods and nutritionAre you moving in new directions:

<u>from 1940 teaching</u>	<u>toward 1960 teaching?</u>
Food study primarily food preparation, with some nutrition	Food study includes selection of foods for health, for economies in use of time and money, and ways of planning, preparing and serving food to enhance family meals and hospitality
Food units at various levels not clearly distinguishable	Plans made for gradations of difficulty and differing focus in food units at successive levels
Nutrition based on textbook facts alone	Local surveys of food habits, likes and dislikes, used as a springboard for study of food selection. Plans for nutrition teaching follows teacher's investigation of prior or concurrent students' learnings in this area
Meal patterns found in textbooks used as basis for teaching	Use in teaching of meal patterns appropriate to families in local communities today
Planning done by the teacher alone; students follow her directions	Teacher helps students plan within framework of major objectives and principles to be learned. Students have opportunity to plan how to carry out their learning experiences.
All food buying and storage done by teacher	Opportunity given students to make decisions about what is best buy for given circumstances, and to carry some responsibility for buying and storing food supplies. Food buying experiences based on merchandizing methods prevalent in local community; use is made of community resources when appropriate.
Limited amount of equipment available for preparing and serving food	Appreciation of and practice in use and care of a range of equipment for food preparation and service.

from 1940 teaching	toward 1960 teaching
Supplies distributed from a central storage area.	Basic supplies and appropriate tools for food preparation kept in unit kitchens. Principles of work simplification exemplified in way food supplies and equipment are stored
Emphasis largely upon following directions of a given recipe	Experimentation and creativity emphasized even in the utilization of ready-mixes and other semi-prepared foods
Emphasis on conformity, convention, the "best" way, "what teacher says is right."	Differences among families' food practices used to enrich understandings and broaden perspectives as a basis for making judgments
Failure to include cause and effect relationships because of major emphasis upon food preparation	Minimum scientific <u>principles</u> of food selection, storage, cookery, developed and mastered so thoroughly as to be useful in new situations
The food product itself of most importance	Food product of importance in relation to way it can be used in family meals, and to the economy of time and money involved in its preparation
Tasting foods only, or eating for the sake of eating, the usual result of laboratory lessons	Food products tasted for thoughtful evaluation, but also served in appropriate manner, frequently with an accompaniment or as part of a meal, prepared or merely planned
Elements of management obscured by efforts to teach all food preparation on the meal basis	High priority given to repeated study of the elements of management as applied to increasingly complex problems in the use of time, strength, money, skill by a young woman in the dual role of homemaker and wage-earner
More than 1/3 of total program devoted to foods	Little more than 1/4 of total program devoted to foods
<u>My organized plan of action:</u>	

Teaching of clothing and textilesAre you moving in new directions:

<u>from 1940 teaching</u>	<u>toward 1960 teaching?</u>
More than 1/3 of total program devoted to clothing	Little more than 1/4 of total program devoted to clothing
About 90 per cent of total clothing program clothing construction, only 10 per cent other aspects of clothing	Emphasis on clothing buymanship, care of clothing and textiles including: fibers and fabrics, labels, and consumer protection laws
Much "doing" in the clothing area of study	A balance between thinking and doing in the clothing area, with management of resources being given constant emphasis
Clothing construction begun in 7th grade	Clothing construction not begun until 8th or 9th grade, when fine eye-hand coordination is improved
Freedom in choice of clothing projects with little regard to <u>new</u> learnings involved, if any	Projects follow a logical sequence in order of difficulty, more emphasis on organized learning than upon satisfaction of transitory interests
First clothing construction projects: skirts and blouses or dresses	First clothing construction projects: simple projects that involve only a few basic learnings
Little planning for clothing laboratory lessons	Clothing laboratory lessons planned as carefully as any other lessons
Art principles taught with more emphasis on theory than on practice	The aesthetic quality sought in harmony of individual figure and needs, lines of pattern, color, and design of fabric, present wardrobe and accessories
Patterns selected in terms of students' likes and dislikes and wardrobe needs more than individual's ability in construction	Difficulty and suitability of pattern to fabric of increasing importance as synthetic fibers tend to dominate the market
Study of clothing care limited to bowl-laundering and spot-removal techniques	Emphasis on all selection in relation to required care, machine laundering, storage, and repair

from 1940 teaching

toward 1960 teaching

Study of clothing repair limited to practice samples of sock-darning and hand-patching

Study includes emphasis on wise selection in terms of required durability, machine repairs, and commercial devices for mending, as well as consideration of when it pays to repair

Some attention to new terms in clothing area

Much attention to vocabulary in clothing and textiles area

Textile study limited to selection of materials for garments to be constructed in class

Organized units on personal and household textiles, with special attention to experimentation with each season's new fabrics

Study of clothing buymanship limited to use of tags, labels, and advertisements and quality features of garments for self

Study of clothing buymanship includes use of tags, labels, and advertisements; quality features of garments for self and other members of family; consumer protection laws; and sources of information for consumers.

Little attention to values in relation to clothing problems of student and her family

Emphasis on identifying values and recognizing their expression, clarifying and weighing values, and making judgments in terms of accepted personal values in relation to clothing problems of student and her family

My organized plan of action:

Teaching of housing and home furnishingsAre you moving in new directions:

<u>from 1940 teaching</u>	<u>toward 1960 teaching?</u>
Emphasis on planning a dream house to build some day	Emphasis on selecting a place to live within scope of probable income
Ideal home seen as complete and meeting all needs, a one-time decision	Housing and home furnishings needed at various stages of family cycle studied in relation to space needs, finances available, and possible mobility of family
House selection based largely on personal preferences	Community conditions and regulations given as much importance as personal preferences in selecting a place to live
Conformity to one set of values	Recognition of differing values and reasons for them in home furnishings and house design
Skill in drawing house plans emphasized	Emphasis on ability to read house plans and recognize livability in these plans
Home furnishings studied primarily from their aesthetic viewpoint	Furnishings <u>and</u> equipment studied in relation to function, use, care and cost as well as appearance
Learning characteristics of architectural styles and period furnishings <u>per se</u> a major part of course	Architectural styles and period furnishings studied to develop appreciation of how they relate to periods of history and to methods of manufacturing. Time spent on this aspect in proportion to opportunities pupils have for observing or living with a variety of styles
Limited illustrative materials, much dependence on pictures	Actual fabrics and other materials for construction and furnishing used in the classroom as bases for reaching decisions
Projects limited to notebook or "box" execution	Opportunity sought for real experiences with home furnishings in school, home or community
Field trips primarily to "show-places" for home furnishings	Field trips to a variety of homes and businesses for different specific purposes

from 1940 teaching	toward 1960 teaching
Structural, economic and legal aspects of home ownership seldom considered	Attention to these aspects if and when there is any possibility of students being able to invest in a home in the foreseeable future
Study of selection of equipment limited to small, non-automatic items for the most part	Selection, utilization, storage and care of automatic equipment emphasized, based upon scientific principles that will remain true although changes in specific appliances may occur
<u>My organized plan of action:</u>	

Advisory councils

	Rare- ly	Some- times	Usu- ally
Do you have an advisory council:			
For the total homemaking program? _____			
For the adult homemaking program? _____			
Are members chosen by a selection committee appointed or approved by the Board of Education? _____			
Are members of the advisory council:			
Clear and careful thinkers about the problems of public education in home and family living? _____			
Acceptable to the people of the district? _____			
Able to work constructively with others? _____			
Representative of the people in the district in:			
Geographical distribution? _____			
Age? _____			
Schooling? _____			
Political, religious, and organizational affiliations? _____			
The nature of their interests in the vocational area being considered? _____			
Does the council include in approximately the proportions in which people of these types exist in the district:			
Parents and non-parents of high school pupils? _____			
Persons favorable to and critical of current policies and programs? _____			
Old and new residents of the district? _____			
Are members of the advisory council invited to serve by a letter from the Board of Education? _____			
Are the duties of members and the terms of service made clear in the letter? _____			

	Rare- ly	Some- times	Usu- ally
Do members of the council share in discovering needs and interests of adults in the community? _____			
Do members of the council share in deciding on areas of study for the year? _____			
Do members of the council share in coordinat- ing the homemaking program with the related programs of other groups in the school and community? _____			
Do you accept your full responsibility for helping to enlarge the vision of your advisory council members, to help them see many pos- sibilities in education for home and family living? _____			
Do members of the council share in discovering resource people and materials that might be used in the homemaking program? _____			
Do members of the council share in making deci- sions about mechanical features of the program-- time and place of meeting, certificates to be given, etc.? _____			
Do members of the council share in interpret- ing and publicizing the homemaking program? _____			
Do members of the council share in evaluating the homemaking program? _____			
Do you make clear any necessary limitations on the planning of the council? _____			
Do you participate in advisory council meetings, yet avoid dominating? _____			

My organized plan of action:

Cooperative planning

	Rare- ly	Some- times	Usu- ally
Do pupils, parents, administrators, and other teachers share in appropriate ways in planning, carrying out plans, and evaluating the home-making program? _____			
If parents are to come into the classroom to share in planning, do you obtain the approval and cooperation of administrators before any invitations are issued? _____			
Do you do careful pre-planning for planning sessions? _____			
Think through possible choices and alternatives to be considered, with probable consequences of each? _____			
"Set the stage" for planning so that those who are to participate have acquired the necessary facts on which to base sound thinking? _____			
Do you provide a physical setting which is conducive to free and thoughtful participation in planning? _____			
Reference materials which may be helpful made readily available? _____			
Participants seated so that they can see and hear each other without difficulty? _____			
No distracting elements in situation as disturbing noises, untidiness of room, etc.? _____			
Do you make certain that the problem to be considered by the group is stated clearly and concisely? _____			
Do you carefully state the limits within which those who participate in the planning are free to operate? _____			
Do you encourage participation in planning by: Asking thought-provoking questions and then <u>waiting</u> for a response? _____			

	Rare- ly	Some- times	Usu- ally
Approving good contributions by words of commendation, nods of approval, smiles? _____			
Calling on shy or slow persons occasionally for types of contributions that you are sure they are able to make, such as sharing of experiences, etc.? _____			
Have you sufficient understanding of group methods to lead discussions effectively? _____			
Skill in methods of encouraging participation? _____			
Insight into reasons for non-participation? _____			
Perception of roles played by group members? _____			
Knowledge of services group members may render themselves? _____			
Do you avoid manipulating people so that they always come to the conclusions that you had in mind? _____			
Do you see that, in group planning, the group assigns duties in terms of:			
Its members' abilities? _____			
Its members' needs for "stretching" their abilities? _____			
Do you keep a careful record of all plans developed cooperatively? _____			
Do you keep all participants, but especially adults, informed as to how plans are being implemented? _____			

My organized plan for action:

Plans for the year's program

	Rare- ly	Some- times	Usu- ally
Have you been willing to break with tradi- tion in planning the homemaking program, to plan in terms of what today's families really do in their homes and need in educational programs aimed at improving family life? _____			
Are you aware of the changes in family life in the last decade and the implications of these changes for the high school home- making program? _____			
Have you given sufficient consideration to the conditions and needs of the local community? _____			
Have you given sufficient consideration to the needs of society? _____			
Have you given sufficient consideration to the mental, social and physical stages of the students' development? _____			
Will the courses as outlined be meaningful in terms of the students' home situations? _____			
Will the students see the possibilities for carry-over into their homes of what they will learn in your classes? _____			
Are you aware of community resources that might be utilized in enriching the homemaking program? _____			
Is the total program complete and well-rounded; have all areas of homemaking been included at appropriate times? _____			
Are the plans feasible in terms of:			
Facilities available? _____			
Time allotments? _____			
Any limitations set by school policies? _____			
Are units sufficiently long to allow for mastery of the <u>basic</u> content and skills? _____			
Have you provided for a balance between "thinking and doing" in the program? _____			

	Rare- ly	Some- times	Usu- ally
Have you deleted the obsolete or unnecessary to make room for recent needs? _____			
Will it be possible to move easily from unit to unit throughout the year in a logical development of the program? _____			
Do the plans for various years coordinate well, "dovetail" as you would like them to? _____			
Is the program organized in such a way that any anticipated cooperative projects may be facilitated, as for example, a play school to be carried out by two or more classes? _____			
Are there any phases of the different areas that are being or could be taught in other school offerings, thus providing time for discovery and depth in your other courses? _____			
Are plans for the junior and senior high school homemaking program, the adult homemaking program, and the Future Homemakers of America chapter coordinated in terms of objectives deemed important for the total program? _____			
Have your plans been prepared in a written form to be shared with administrators and others interested in or affected by the program? _____			

My organized plan for action:

Methods of InstructionPlanning lessonsAre you moving in new directions:

from 1940 teaching	toward 1960 teaching
<p>Plans include:</p> <ul style="list-style-type: none"> objectives content in terms of specific facts learning experiences teaching aids 	<p>Plans include:</p> <ul style="list-style-type: none"> objectives content in terms of facts, principles, and generalizations learning experiences techniques for teaching processes of thinking methods of providing for individual differences teaching aids means of evaluation
<p>Plans for discussion following viewing of film, presentation of case situation or role-playing include key questions only on content of the situation, with some applications made to students' own experiences</p>	<p>Plans for discussion following viewing of film, presentation of case situation, or role-playing include key questions on:</p> <ul style="list-style-type: none"> Observable content of situation Statements of authorities and research relevant to situation Similar ideas in other situations from students' experiences Students' ideas concerning cause and effect relationships in situation Conclusions that may be drawn and the bases for these conclusions Application of warranted conclusions to other situations
<p>Plans for classroom demonstrations include only procedures</p>	<p>Plans for classroom demonstrations include steps to be followed <u>and</u> reasons for each</p>
<p>Plans for clothing laboratory made mentally</p>	<p>Plans for clothing laboratory written; plans include list of construction problems students may encounter during session, teaching aids to help them become more self-directive, and individual and group demonstrations advisable</p>

from 1940 teaching

Plans for foods laboratory include shopping list, list of equipment and supplies to have ready, and pre-preparation needed for laboratory session

Same assignment for all students usually included in lesson plans

Plans include an occasional suggestion for evaluation and testing

Plans seldom put on paper after the first few weeks of beginning teaching

Few, if any, records kept from year to year or left to an incoming teacher

My organized plan for action:

toward 1960 teaching

Plans for foods laboratory include, in addition, the principles and management habits to be emphasized in the laboratory situation

Assignments frequently differentiated on bases of varying abilities and needs

Plans include well-developed ideas for evaluation of products and processes and frequent tests on facts and principles

Plans organized and necessary details written; amount of detail dependent upon the subject matter area, the teaching method, and the teacher's ability and experience with the lesson

After-teaching notes jotted down on plans and filed for improved teaching the next time

Problem Solving

Are you moving in new directions:

from 1940 teaching

toward 1960 teaching?

The following steps were recognized in the problem solving process:

- * Define problem
- * Gather information and data pertinent to problem
- * Weigh evidences
- * Choose solution

The steps in problem solving might be written on the board by teacher to be used as a guide in a problem situation

Problem solving process was directed by teacher

Teacher directed problem solving with only the four broad steps in mind

Following steps are recognized in the problem solving process:

- * Students and/or class chooses problems with which they are concerned
- * Student or class defines problem
- * Gather data pertinent to problem
- * Weigh evidences
- * Choose tentative solution
- * Plan for action
- * Try out and evaluate

Above steps in problem solving are discussed by teacher and students as problem solving takes place. Teacher and students point out processes that are being used so that all are conscious of the processes

Students are encouraged to solve problems independently and in small groups. Teacher and students are aware that greater human relations skill is required for a group solution than for an independent solution. Teacher sometimes asks questions to guide

Teacher guides students in problem solving by helping them see smaller steps which will facilitate their problem solving, such as:

- * Defining key terms
- * Defining key ideas
- * Continually weeding out non-essential material
- * Separating fact from opinion
- * Continually reorganizing material

Teacher also helps students see common pitfalls in problem solving as:

- * Being swayed by irrelevant arguments
- * Using the word of untrustworthy authorities
- * Jumping to conclusions before enough facts are gathered

from 1940 teachingtoward 1960 teaching

Emphasis was upon a specific answer to a problem. Thus the answer was only applicable to a narrow range of questions. Final solutions may be evaluated by teacher and students

There is more than one emphasis in problem solving:

- a. One is upon the specific answer translated into a general principle. This type of answer is applicable to a wider range of problems
- b. Another emphasis is upon the process. The teacher helps students become aware of different ways of thinking which facilitate problem solving
- c. A third emphasis is upon the action. A problem is not solved while still in idea form; action must be taken.
- d. The tentative solution is cooperatively evaluated by teacher and students

My organized plan for action:

Methods of InstructionDemonstration

A demonstration may be used to introduce and arouse interest in new techniques and equipment or it may be used to help students improve standards already in practice.

Planning

	Rare-ly	Some-times	Usu-ally
Do you help the students understand the reason for the demonstration? _____			
Do you plan to use some capable student help in the demonstration? _____			
Do participants in the demonstration help plan and prepare for it? _____			
Do you limit the content and time of demonstration? _____			
Do you use principles of time, energy, and money management in the demonstration? _____			
Do you check the equipment and supplies needed in the demonstration? _____			
Are steps in the demonstration planned in a logical sequence? _____			
Do you plan ways to emphasize essential points? _____			
Do all students prepare for demonstration by reading related material? _____			

Doing

Are supplies and equipment well arranged and handled properly? _____			
Is class seated so all can see and hear? _____			
Do you provide for communication between yourself and the audience? _____			
Is the demonstration area kept neat? _____			
Do you discuss substitute supplies and equipment that could be used? _____			
Is each step explained clearly as it is done? _____			

	Rare- ly	Some- times	Usu- ally
Is there enough time for discussion? _____			
Do you use other visuals to strengthen important points? _____			
Do you discuss application of principles? _____			
Do students have opportunity to later try some of the more difficult techniques? _____			
Is a summary given? _____			
<u>Evidence on results</u>			
Did students feel they better understood the principles demonstrated? _____			
Did students and teacher discuss other applications of principles? _____			
Were both product and process evaluated? _____			
Did students make a plan to practice the principles and processes demonstrated? _____			
Should learnings from the demonstration be reinforced with a film or film strip? _____			
Was the worth of the demonstration measured in terms of time, money and energy used? _____			

My organized plan for action:

Experimental method

Teachers can help students discover some principles by themselves through well guided laboratory type experimentation. Individual or group experiments may be carried out by class members or a demonstration may be given.

Planning

Rare- ly	Some- times	Usu- ally
-------------	----------------	--------------

Does experiment grow out of class or individual goals? _____

Will the experiment introduce or reinforce some principle? _____

Does teacher guide students in choice of experiment so that it is related to goals? _____

Do students understand purpose of experiment? _____

Is a problem defined for the experiment? _____

Does the experiment provide for alternate methods where appropriate? _____

Are allowances made for different levels of student ability? _____

Are all supplies and equipment checked before beginning experiment? _____

Doing

Are pupils guided in analyzing processes of the experiment? _____

Is there enough data to arrive at intelligent conclusions? _____

Do students understand each step in the experiment? _____

Are principles and generalizations developed from the experiment? _____

Are results summarized and evaluated? _____

Evaluating

<u>Rare-</u>	<u>Some-</u>	<u>Usu-</u>
<u>ly</u>	<u>times</u>	<u>ally</u>

Were procedures simple and clear enough so that processes and solution were obvious to students? _____

Was experimentation the best method for achieving the goal? _____

Did experiment motivate students to do further reading and/or experimentation? _____

My organized plan for action:

Laboratory lesson

In a laboratory we try to simulate real situations so students can acquire new learnings in manipulative and human relations skills.

Planning

	Rare-ly	Some-times	Usu-ally
Do you and your students plan goals of laboratory lesson cooperatively? _____			
Are goals translated into various activities that will meet individual needs and interests? _____			
is there sufficient demonstration in the skill so that students can work in a self-directed manner? _____			
Are the students prepared for the laboratory lesson by reading related materials? _____			
Are large time-blocks for the laboratory period planned cooperatively by students and teacher? _____			
Do individual students or groups then make specific time schedules? _____			
Do plans give individuals and groups opportunity for being creative and for problem solving? _____			
Are students acquainted with the laboratory setting so they are familiar with the placement of equipment and supplies? _____			
Do you and your students cooperatively check to see that all supplies and equipment are available and ready for use? _____			
Is the focus on application of principles narrow enough to provide an effective laboratory period? _____			
Is there planning for process as well as product? _____			
As a result of planning did you discover that you need to PLAN IN GREATER DETAIL? _____			

Doing

At beginning of laboratory period do you make quick tour to see that everyone gets started? _____

	Rare-ly	Some-times	Usu-ally
If new processes must be demonstrated during the laboratory period, do you see that you get the attention of all who will be using the process? _____			
Do students work continuously with a minimum of play and noise? _____			
Do you and/or assigned student observe and take notes on processes used in the laboratory? _____			
<u>Evidence on results</u>			
Did you and students cooperatively evaluate the product and take notes on processes used in the laboratory? _____			
Was there evidence of students transferring previously taught principles? _____			
Were plans made for improving future laboratory periods? _____			
Were plans made for ways that students can acquire mastery? _____			

My organized plan for action:

Supervised study

Supervised study includes both individual learning activities and those carried on in small groups. Supervised study may take the form of discovering and writing solutions to problems and questions, carrying on personal drill, and planning and/or making products.

Planning

	Rare-ly	Some-times	Usu-ally
Does supervised study period grow out of class needs? _____			
Do you decide length of time assignment will require? _____			
Are necessary references and resources assembled? _____			
Do you locate meaningful and challenging problems and questions? _____			
Do students understand goals for study period? _____			
Are definite problems given to students? _____			
Are assignments planned for students of differing abilities? _____			
Do you plan how you can best help students while they study? _____			

Doing

Is the room quiet, well-lighted, and ventilated? _____			
Does each student have adequate writing space and references? _____			
Do you make assignment clear before students start their study? _____			
Do you, by asking questions and interpreting ideas, encourage students to be self-directive? _____			
Do you help students develop effective study tools, such as:			
Reading for ideas? _____			
Scanning whole lesson for outline of ideas, then reading carefully? _____			

	Rare- ly	Some- times	Usu- ally
Outlining important ideas? _____			
Checking meaning and pronunciation of new words in dictionary? _____			
Reviewing and drilling themselves? _____			
Organizing notes in notebook? _____			
Using references? _____			
Do you help individual students analyze their study habits? _____			
Do students work in accordance with ages and abilities? _____			
<u>Evidence on results</u>			
Did you encourage each student to evaluate his progress in his individual study? _____			
Were general suggestions made to improve study period? _____			
Did students grow as a result of the study period? _____			
Did study period motivate some students for further independent study? _____			

My organized plan for action:

Lecture

A lecture may be used to present ideas in a relatively short time, to introduce new facts, to interpret ideas and data, and to summarize material. However, it may be well to keep in mind that available research shows that the lecture is a less effective means for changing behavior than discussion which involves class members.

Planning

	Rare-ly	Some-times	Usu-ally
Is lecture based on cooperative planning? _____			
Are plans made for some class reaction? _____			
Is class prepared for lecture by supplementary reading? _____			
Is this method so economical that another more effective method cannot be justified? _____			

Doing

Are ideas presented in well-organized form? _____			
Are ideas presented in lecture supported by examples, relationships, and statistics? _____			
Does lecturer have some interplay between speaker and audience? _____			
Does lecturer name references used? _____			
Is summary given? _____			

Evidence on results

Did class and lecturer evaluate the content and effectiveness of the lecture? _____			
As a result of evaluation, were plans made to improve future lectures? _____			

My organized plan for action:



Resource person

A resource person is an authority who may contribute to group thinking on some problem. The resource person comes in to answer the group's questions and not to lecture on what he believes they may want to know.

Planning

	Rare-ly	Some-times	Usu-ally
Is resource person selected cooperatively by teacher and students? _____			
Does class decide what information is desired from resource person? _____			
Is resource person's special ability known? _____			
Is planning done with resource person so that he understands the purpose of presentation? _____			
Is the class given guidance in preparing for the presentation? _____			
Is resource person given some idea of what kinds of questions and/or discussion will follow his talk? _____			
Are plans made for a class member to coordinate the presentation? _____			
Will information given by this method be more effective than any other? _____			

Doing

Is room well arranged for everyone? _____			
Are students courteous? _____			
Does coordinator greet and introduce resource person? _____			
Do students ask related and worthwhile questions? _____			
Is time spent following the talk to clarify points? _____			
Does speaker or coordinator summarize? _____			

Evidence on results

Was information actually related to class goals? _____			
--	--	--	--

	Rare- ly	Some- times	Usu- ally
Did students understand resource person? _____			
Did coordinator give class and speaker an opportunity to interact? _____			
Did someone guide class in making generalizations? _____			
Did someone send a thank-you note? _____			

My organized plan for action:

Field trip

A field trip is an educational procedure in which content may be best studied in a functional setting outside the school.

Planning

	Rare-ly	Some-times	Usu-ally
Can the cost and time required for the field trip be justified in terms of its effectiveness in achieving desired goals? _____			
Are goals for the trip cooperatively planned by teacher and student? _____			
Does class do related reading or discussion in advance of trip? _____			
Do students and teacher cooperatively plan what they will look for? _____			
Does class need to plan for attire and for conduct? _____			
Are plans made with person who will conduct the field trip so he understands class goals? _____			
Are necessary arrangements made with administrator of school? _____			
Do students help organize details of the trip? _____			

Doing

Do students arrive and leave on time? _____			
Can all students see and hear well? _____			
Do students ask questions as trip proceeds? _____			
Are students attentive? _____			

Evidence on results

Was there recall-discussion following the field trip? _____			
Were principles and generalizations developed either during or immediately following the trip? _____			
Was a thank you note sent? _____			
Did students and teacher decide trip was worthwhile? _____			

My organized plan for action:

Discussion by a class group, a panel or a buzz group

A discussion is used to help students articulate and clarify new content. The more a student becomes involved in discussion, the greater the chance for changed behavior. Since a panel discussion is a discussion presented by four to six members before a larger group, the following check list may be used for it. The buzz group is also a variation of discussion; it, too, may be evaluated by the same check list.

Planning

	Rare-ly	Some-times	Usu-ally
Are students provided with different references and resources in preparation for discussion? _____			
Do students share in setting the goals out of which the discussion grows? _____			
Is the discussion the best method for the goals in question? _____			
Is content preparation for discussion suited to the different abilities in the group? _____			
Do students understand some principles of group dynamics which will help them develop into better group participants? _____			
Are students familiar with roles which people assume to finish a task? _____			
Originator Opinion seeker Fact seeker Opinion giver Fact giver Coordinator Reality tester Summarizer			
Are students familiar with roles which people assume in order to make things run smoothly? _____			
Procedure setter Follower Mediator Encourager Gate keeper Consensus taker Tension reliever			
Are students familiar with roles which people assume that deter group action? _____			
Non-talkers Those who talk too much Defensive people People who don't care			

Doing

	Rare- ly	Some- times	Usu- ally
Are students seated so they are in a face-to-face arrangement? _____			
Is the teacher and/or student discussion leader seated with the group? _____			
Does a recorder take notes on main points? _____			
Do questions encourage students to use different processes of thinking? _____			
Are the processes of thinking discussed? _____			
Are generalizations related to present day? _____			
Is future anticipated through discussion of generalizations? _____			
Is there a review or summary of main points? _____			

Evidence on results

Were occasional tape recordings made of discussions so students can analyze their thinking and emotional behavior? _____			
As a result of evaluation of discussion, were subsequent class and individual goals verbalized? _____			
Did you use evaluation of discussion as a springboard to improve your teaching? _____			

My organized plan for action:

Brainstorming

Brainstorming is appropriate when a situation calls for a creative collaboration of ideas. The class or a panel of brainstormers from the class verbalize ideas as fast as they can think of them. This method is particularly adapted to getting new ideas, projects, and class activities. A major purpose is to get a quantity of ideas fast.

Planning

ing	Rare-ly	Some-times	Usu-ally
Do teacher and class understand the following techniques of brainstorming:			
Assemble 10-15 members for the brainstorming panel? _____			
Limit the range of the problem? _____			
Ideas are not to be discussed, only produced? _____			
Several recorders are needed to take down all ideas? _____			
Urge participants to "hitch-hike" their ideas onto other ideas to improve quality? _____			
Panel leader uses questions to stimulate creativity? _____			
After session is over, another group evaluates the ideas produced? _____			
Are class goals for a brainstorming session developed by teacher and class? _____			
Is a leader chosen who will prod the panel into action? _____			
Does the class as a whole occasionally practice a brainstorming session? _____			
Are recorders chosen? _____			
Are plans made for another group to evaluate brainstormed ideas soon after the brainstorming session? _____			
Is the brainstorming panel seated around a table in a face-to-face situation? _____			
Does the leader clarify purpose of the brainstorming session? _____			
Do brainstormers produce ideas rapidly? _____			
Does leader observe silences, as incubation periods?			

	Rare- ly	Some- times	Usu- ally
Does leader prod group with such questions as:			
What new ideas does this suggest? _____			
Could it be another shape or form? _____			
Can we substitute something for this? _____			
Can we make it bigger? _____			
Can we make it smaller? _____			
Could it be turned around? _____			
What ideas can be combined? _____			
Are all ideas recorded? _____			
Does evaluation committee observe the brain- storming session? _____			
<u>Evidence on results</u>			
Did evaluation group start work immediately after brainstorming session? _____			
Did they judge ideas in relation to original goals? _____			
Did class as a whole draw conclusions as to when this technique would be effective to use in and outside school? _____			

My organized plan for action:

Special reports by students, including symposium

The procedure of having special reports by students has unique values in the classroom and is seen by the teacher as one step in individualized instruction. However, it can easily be abused and waste much time. The teacher should work to help the individual reporter and the class grow as a result of a special report. A symposium is a collective presentation of related special reports, so the following check list could double for a symposium check list.

Planning

	Rare-ly	Some-times	Usu-ally
Does student have some choice in special report?			
Is guidance provided in relation to individual needs and abilities when student chooses report?			
Is report the most economical way of transmitting this information? _____			
Is sufficient teacher guidance given student in preparation of report? _____			
Are plans made for the method of presenting the report? _____			
Are plans made for involving class in report through questions or discussion? _____			
Is report confined to a narrow and specific topic? _____			

Doing

Can everyone see the reporter? _____			
Is material presented accurately and in sequence?			
Is the report short--10 to 15 minutes? _____			
Is report discussed rather than read by reporter?			
Does student increase effectiveness of his talk with a few discriminatingly selected audio-visual aids? _____			
Is good English used? _____			
Is a clear summary of important points given? _____			

Evidence on results

	Rare- ly	Some- times	Usu- ally
Were class members interested enough to be attentive? _____			
Was there emphasis only on important points? _____			
Could reporter answer students' questions? _____			
Was guidance given to help class develop generalizations from this report? _____			
If unresolved issues arose over report, were plans made to seek further answers? _____			
Did students and teacher evaluate report in terms of class goals and the reporter's goals? _____			

My organized plan for action:

Dramatization

The short "drama" may be an effective means of presenting values and ideas. Commercial skits are available; short playlets may be found in some of the home economics magazines and are collected in several books.

Planning

	Rare-ly	Some-times	Usu-ally
Is the "drama" an effective method for presenting the desired values and/or ideas? _____			
Is the "drama" one that can be presented with a minimum of props? _____			
Is the dramatization short and simple? _____			
Does the "drama" revolve around one or two main issues or ideas that are pertinent to current class goals? _____			
Will the "actors" have the drama enough prior to the presentation so they can read the parts properly? _____			

Doing

Do audience class members have clear listening and looking goals? _____			
Are the performers and audience aware of the purposes of the drama? _____			
Have the audience class members discussed the importance of empathizing with the actors? _____			

Evidence on results

Did pertinent discussion follow the "drama"? _____			
Did students develop generalizations from this specific incident? _____			
Did both the "actors" and audience gain new insights? _____			
Did the results of the "drama" justify the output of time? _____			

My organized plan for action:

Role playing

Role playing is a method to help students gain new insights into human relations by spontaneously acting out human relations problems and then analyzing the enactment with the help of other role players, the observers and teacher.

Planning

	Rare-ly	Some-times	Usu-ally
Does the need for role playing arise because of a human relations problem growing out of class activities or discussion? _____			
is the problem clearly defined by students and teacher? _____			
Is the situation or problem discussed until everyone understands it? _____			
Are the roles introduced and discussed so that students understand role personalities involved? _____			
Are roles assigned, giving the more distasteful roles to the more secure students? _____			
Do observers have definite questions to look for during the role playing? _____			

Doing

Do you as teacher ask a few leading questions to get the role playing started? _____			
Is the role playing spontaneous? _____			
Does teacher "cut" role playing after 10-12 minutes and then lead discussion which includes role players and observers? _____			
Is role playing resumed with some exchange of roles between role playing members or with observers? _____			
Are role playing and discussion continued until there is evidence that new insights are being gained? _____			

Evidence on results

Did class have opportunity for general discussion immediately following role-playing? _____			
---	--	--	--

	Rare- ly	Some- times	Usu- ally
Did class draw tentative conclusions from the experience? _____			
Did they check their conclusions with recent available research? _____			
Did the class evaluate the effectiveness of role playing in terms of their own growth? _____			
Could the learnings from role playing have been reinforced with another method, such as film or television? _____			

My organized plan for action:

Committee meetingPlanning

	Rare-ly	Some-times	Usu-ally
Is group made aware of techniques of group processes early in the planning? _____			
Does the committee take a census from the total group concerning the problem before it starts working? _____			
Do committee members discuss, define and understand goals? _____			
Are common goals accepted? _____			
Does group divide problem into smaller problems and work out a priority list on a time schedule? _____			
Are all resources considered both inside and outside the group? _____			
Does group understand its limitations in relation to the total membership? _____			
Are expediter roles assigned or volunteered for by group members? These include the recorder, observer and any others believed necessary? _____			

Doing

Do all members participate productively? _____			
Are contributions related to goals? _____			
Are resources used wisely? _____			
Does leadership change from time to time? _____			
Is someone responsible for keeping accurate notes that describe issues discussed, decisions made and plans for future? _____			
Are issues "talked through" thoroughly before decisions are made? _____			
Are decisions made objectively? _____			
From time to time, does group evaluate its way or working? _____			
Does committee give intermittent progress reports to total group? _____			

Evidence on results

	Rare- ly	Some- times	Usu- ally
Was sufficient guidance given to committee in stages of progress? _____			
Did group have an effective method for presenting decisions to total group? _____			
Was total membership satisfied with outcomes of committee? _____			
Did the committee improve its processes of working? _____			

My organized plan for action

Drill

Drill is repetition of concepts and/or techniques needed for mastery. Drill is review, but review includes more than drill.

Planning

	Rare-ly	Some-times	Usu-ally
Do students understand purpose of drill? _____			
Do you and your students locate points for drill? _____			
Do you motivate students to feel need for mastery? _____			
Do you help students plan drill time outside of class as well as during the class period? _____			
Do you arrange for individual differences--are fast learners excused from drill or utilized as drill leaders? _____			

Doing

Is drill made interesting and occasionally even fun? _____			
Are drill questions and activities focused on a desirably limited scope? _____			
Is opportunity for drill provided following the discussion of new concepts and techniques? _____			
Is use made of drill aids such as tape recorder, phonograph, film strip projector, opaque projector, self-teaching booklets, other teaching machines? _____			
Are several drill groups with competent leaders operating simultaneously? _____			
Do all students needing drill participate? _____			
Do students and leader discuss the processes of thinking used in specific drill problems? _____			

Evidence on results

Did students plan for further drill? _____			
Did students relate mastered content to new learnings? _____			

My organized plan for action:

Review

Review is recall and clarification of old learnings. Review is necessary for retention of learning. Research shows that retention is greater if some review follows discussion of new concepts.

Planning

Planning	Rare-ly	Some-times	Usual-ly
Do you and your students cooperatively plan questions for review? _____			
Do questions cover major objectives of unit? _____			
Do you provide for individual differences? _____			
<u>Doing</u>			
Is some reviewing used at different times--beginning and end of daily class period, immediately after new learning, during unit, end of unit, before an exam period, and, if necessary, for reteaching after the examination? _____			
Are old learnings systematically related to new learnings in daily lessons? _____			
Are elements of review arranged in logical order? _____			
Are students given opportunity to discuss relation of review concepts to real life? _____			
Do students and teacher discuss processes of thinking in material covered? _____			
Do students identify processes of thinking which need further development? _____			
Is there a summary? _____			
<u>Evidence on results</u>			
Did review cover all essential material? _____			
Did review help some students uncover concepts they need to study further? _____			
As result of review, do some students see logical basis for introduction of new learning? _____			
Did review help you to plan ways to improve your teaching? _____			

My organized plan for action:

Guiding Students in Out-of-Class Activities

Are you moving in new directions:

<u>from 1940 teaching</u>	<u>toward 1960 teaching?</u>
Teacher is the dominant leader	Teacher leads by developing pupil leadership
Students encouraged to participate in many activities	Making choices among possible activities in terms of personal interests and growth needs is encouraged
Competition among organizations has high value	Self-evaluation to improve own organization is stressed more than competition with others
Extra jobs are undertaken for the group whenever service is requested, regardless of exploitation of students	Requests for service are carefully evaluated in terms of the most benefit to the greatest number. Learning is highlighted as much as the job to be done
Social affairs have high value and characterize the majority of student gatherings	A balance between social concerns and other enterprises which contribute to a variety of goals is worked for
The goal of money-making projects is the more money the better, the bigger the treasury	Money-making projects are undertaken to meet needs of a pre-determined budget with specific goals in mind
Out-of-class activities are just that; little relationship to course work is seen	Out-of-class activities are resources for enrichment of course work

My organized plan for action:

Home experiences--"The proof of the pudding"

Guidance is given through class work as well as through individual conferences at school and at home when students are carrying out experiences, both home practices and home projects.

	Rare-ly	Some-times	Usu-ally
Do you motivate students by:			
Introducing ideas about home experiences at the first of the year when goals and activities are planned for the entire homemaking program? _____			
Illustrating possibilities for home experiences and home practices along with each unit of study? _____			
Conveying enthusiasm for home experiences to students and to parents? _____			
Having former students or those in advanced classes share meaningful experiences with your new classes? _____			
Do you set the stage for broader experiences by:			
Encouraging home practice in junior high or first semester of the freshman year? _____			
Using a list of suggested experiences during conferences and on home visits? _____			
Putting emphasis on something to be learned rather than a job to be done? _____			
Do you help students in carrying out experiences by:			
Making a plan of work for a group project in class illustrative of how an individual could make a plan for action for herself? _____			
Providing files of resource materials for student use? _____			
Making home visits to give help when needed for planning or execution of experience? _____			
Using oral progress reports at least once during project? _____			
Using conferences to give help and encouragement; group conferences for those with similar problems? _____			

Do you help students gain satisfaction from their experiences by:

Making sure low and high level ability students select practices and projects in line with their ability? _____

Varying the form of reporting to suit the type of project and/or the creativity of the student? _____

Helping students recognize evidence of growth toward the goals set? _____

Giving encouragement and recognition by some kind of "pat on the back" when needed? _____

Rare-ly	Some-times	Usu-ally

My organized plan for action:

Advising student clubs or chapters of Future Homemakers of America

	Rare- ly	Some- times	Usu- ally
When working with students do you:			
Encourage programs that gain the respect and interest of faculty and students within and outside home economics? _____			
Schedule regular meetings with the club executive council, and conferences with individual officers and committee chairman as needed? _____			
Assist new officers and committee chairmen to become acquainted with their duties? _____			
Help officers and committee chairmen to keep reports in a business-like way so that new officers or chairmen would have a report of previous activity on which to base new projects? _____			
Encourage officers and committee chairmen to make use of professional publications as resource material for program planning? _____			
Help club members plan so there is opportunity for widespread participation in club activities for a majority of members? _____			
Help club members plan programs and activities in line with chosen goals for a given year? _____			
Help club members to use judgment in selecting activities for a given purpose? _____			
Help club members to critically evaluate results of club activities to see if some should be "marked down" in value or eliminated as new programs are planned? _____			
Assist club delegates in preparing for attendance at state, regional, or national meetings, and for reporting back to local club? _____			
Provide a place in the department for filing club records and materials, a place of easy access to students? _____			

My organized plan for action:

Looking at club memberships

Looking more closely at the girls who make up the membership of a club or chapter can help in planning for increased participation and may give a new slant to planning activities.

Facts to Collect

How many girls in your Home Economics Club or Future Homemakers of America Chapter are:
 in your classes? _____
 not in your classes? _____

How many in the club are:
 freshmen? _____
 sophomores? _____
 juniors? _____
 seniors? _____

How many girls are in this club alone, no other school organization or major activity? _____
 one other activity? _____
 two other activities? _____
 more than two activities? _____

With what other activities does there seem to be the most overlapping in membership?

Of girls eligible for membership, how many do not belong? _____
 Of those on membership list, how many are infrequent attenders or inactive members, have not served on any project or committee? _____

Which, if any, officers in this club hold offices concurrently in some other student organization or activity? What are they?

President _____
 Vice-president _____
 Secretary _____
 Treasurer _____
 Others _____

What offices have your officers held in this or other student organizations previous to this year?

My organized plan for action:

Questions to Ponder

What is the significance of the first two facts for program planning, for club work, and for integration with class work?

What significance for program emphasis do these facts have?

Are we reaching enough students who could profit from this club? Do we need to change our program? Our schedule for meetings? Put a new slant on the membership campaign?

Are we overworking a few leaders, or spreading the opportunity for leadership?

To what extent does more than one opportunity to hold office help the student? Help the organization? How far should this be carried?

Advising in homerooms or as a class sponsor

As well as being an adviser to a club connected with their own subject matter area, teachers frequently serve as advisers in homerooms or as a sponsor to a whole class. This association is likely to continue for the number of years that particular group is in your school, since one of the purposes of such organization is to give students feelings of loyalty to and identity with the group.

	Rare- ly	Some- times	Usu- ally
Are You:			
Thoroughly acquainted with school policies and regulations concerning extra-class activities so that these are accurately interpreted to students? _____			
Acquainted with the total school program of activities so that plans of various groups may dovetail and supplement each other rather than conflict? _____			
Prompt in meeting obligations to school administrators in giving necessary advance information about coming affairs, or filing reports and records? Are your students equally prompt? _____			
Do you:			
Use these opportunities to get acquainted with a greater variety of students and parents, thus increasing your understanding of the total school and community? _____			
Focus your attention on the student as a <u>person</u> , not merely as a student whose job it is to learn his lessons? _____			
Give personal or group guidance to students or see that resources for guidance are made available? _____			
Work with students by suggesting, helping them analyze, pointing out alternatives, rather than by dominating and dictating? _____			
Try to further the educational objectives of the total school program by the kind of activities you encourage? _____			

My organized plan for action:

Service activities to school or community

When you are asked, "Would the home economics department (or club) please _____?" what is your reaction? How do you decide to say yes or no? Do you want to be a good neighbor or an isolationist? Thinking through answers to the following may help you form some policies and practices.

	Rare- ly	Some- times	Usu- ally
Have you identified the kind of interruptions to class sessions that are annoying, such as requests for mending material, ice cubes, or what-have-you? _____			
Can you work out a way whereby the above interruptions can be answered by a self-help system in your department or elsewhere in the school? _____			
Can you anticipate traditional requests for service and schedule appropriate units to coincide in time so that the service activity becomes a significant part of the total learning experience? _____			
Have you analyzed the service or "help" requests you make from others in the school or community? Or do you expect the Golden Rule to operate in only one direction? _____			
Are the objectives for each year's work, each unit, or your chapter or club program for the year clear-cut enough to give guidance in deciding whether or not to use a special project as a learning activity? _____			
Can you use requests for service as an opportunity to give some students special experiences which would enrich their learning <u>without exploitation</u> of the more willing or more able students? _____			
Do you try to inculcate in your students the ideal of service to others, yet temper it with judgment about when it may be wise to say "no"? _____			
Can you work out "package-deals" suitable for repeated requests so as to minimize your own and students' labor? _____			
Do you use requests for your own services as a means of broadening your acquaintances in the community and enriching your teaching? _____			

My organized plan for action:

Promotion and public relations

	Rare- ly	Some- times	Usu- ally
Do you know the various "publics" you want to reach; have you analyzed their possible viewpoints, and planned stories or publicity to catch their attention? _____			
When news stories go out, even about a club activity or social function, do you include some information on the broad scope of home economics? _____			
Do you make an effort to illustrate stories or plan exhibits that show equipment and activities for the less well-known phases of home economics, rather than just the more familiar? _____			
Do you know who "your" editor is on your local or city paper, who can best receive and handle home economics stories? Do you know what his (or her) attitude is about home economics? _____			
Have you used the idea that personalized "selling" to <u>key</u> people may bring more lasting benefits in support and understanding of home economics than the facts presented in a news story, even though it may be read by hundreds? _____			
When you tell a story by exhibit, radio, television, newspaper, assembly program or what have you, do you make your approach as unacademic as possible? Inform, not instruct? Explain, not defend? _____			
Are you emphasizing education for today's and tomorrow's world, not just standing pat, proud of past accomplishments? _____			
Are you contributing to the total school program? Can you make it <u>ideas</u> rather than <u>teas</u> ? _____			
Do pupils and parents, as well as administrators and school boards, really understand the objectives of your courses so that activities may be seen in perspective, not as isolated samples of school work? _____			

My organized plan for action:

Teaching Aids

Are you moving in new directions

from 1940 teaching

toward 1960 teaching?

Teaching aid used because it labeled teaching as being "up-to-date," "the last word in fashion," etc.

Teaching aid selected carefully because, better than any other thing within the limits of the situation, it will contribute to one or more objectives of the course

Few printed materials available; these used on an assignment basis

Many printed materials available; used as a reference library so students can bring together for discussion the knowledge and opinions of more than one authority

Bulletin boards "pretty" rather than educational

Bulletin boards prepared with specific objectives in mind, and effectiveness evaluated in terms of these objectives.

Teaching aids prepared by the teacher or, if students prepared, they did it all themselves without the necessary guidance

Preparation of teaching aids by students a part of the teaching-learning process. Students given adequate background in the principles of preparing illustrative materials.

Few films available. Commercial films used without reference to objectives of course

Many films available. Planning for the most effective use done by teacher and students

Realia used in instruction often idealistic, presenting only one standard

Realia selected to illustrate a range of standards

My organized plan for action:

Reference materials

	Rare- ly	Some- times	Usu- ally
Does the material meet the following criteria:			
Was it published recently? _____			
Is the author an authority in the field? _____			
Is the size in good proportion so that it is easy to handle? _____			
Is the paper on which it is printed not too glossy, not too easily torn? _____			
Is the printing easily read? _____			
Is the binding durable and attractive? _____			
Is the cost reasonable? _____			
Is the format attractive? _____			
Do the illustrations:			
Have artistic appeal? _____			
Show a variety of living standards? _____			
Relate to the main ideas? _____			
Appear in quantities suited to age of students? _____			
Is the material well-organized with subject headings and other divisions that make it easy to use? _____			
Does it contain:			
A table of contents? _____			
A glossary? _____			
An accurate and detailed index? _____			
Is the style of writing brisk and alive? _____			
Is the material organized for usefulness in teaching? _____			
Are the materials organized around life experiences? _____			
Are facts placed in perspective with interpretive comment to stimulate thinking? _____			
Is there systematic provision in the material for repetition, summary, and review? _____			

	Rare- ly	Some- times	Usu- ally
Are there suggestions for supplementary material and activities? _____			
Do the materials help relate the classroom activities to the daily lives of students? _____			
Is there an analysis of the level of reading difficulty, or does the teacher analyze the material for level of reading difficulty? _____			
Is the material in line with <u>your</u> curriculum? _____			
Are the materials appropriate to the objectives of your units? _____			
Is the content related to the interests, needs, abilities, and backgrounds of experience of the specific group of learners with which it is to be used? _____			
Do the materials fill a place in the planned sequence of the curriculum? _____			
Is there a sufficient quantity of basic materials so that the entire class can work simultaneously on projects? _____			
Is there sufficient variety of materials available? _____			
Are reading materials used in conjunction with other instructional materials and activities? _____			
Do you, when teaching:			
Develop readiness for the use of the material by helping students relate it to class goals, to previous activities and materials? _____			
Discuss with students the organization of the reading material in order to increase their skill in using the material? _____			
Follow use of the materials with active student participation? _____			
Help students to recognize their own progress as a result of using the materials? _____			
Provide periodic evaluation of the amount and kind of learning achieved from reference materials? _____			

My organized plan for action:

Business-sponsored teaching aids

	Rare- ly	Some- times	Usu- ally
Can this aid make a contribution to your objective(s)?			
Do the aids have the following characteristics:			
Meet needs common to the group for which the material is intended? _____			
Add interest to the learning process? _____			
Supplement information available in reference books or present it in a more effective or up-to-date way? _____			
Help to develop judgment and discrimination? _____			
Help to develop initiative, self-direction, and resourcefulness? _____			
Are positive in approach? _____			
Emphasize standards consistent with individual and family well-being? _____			
Present content that is:			
Accurate and without bias? _____			
Up-to-date and timely? _____			
About products rather than specific brands? _____			
Well-organized? _____			
Clear, concise, and easy to read? _____			
Present material in a form that is:			
Well designed and illustrated, with good balance between pictures and text? _____			
Easy to handle, display, and store? _____			
Do you ask one or more students to help in evaluating the aid? _____			
Appeal made to students? _____			
Readability level suited to class? _____			
Are the number of teaching aids to be ordered balanced against the supply already available and the relative importance of the subject in your teaching program? _____			

My organized plan for action:

Display boards

These include bulletin boards, felt boards, flannel boards, and magnetic boards.

	Rare-ly	Some-times	Usu-ally
Is provision made to help students gain the background needed for planning, preparing, evaluating effective display boards, so that each becomes a learning experience rather than busy work? _____			
Do you prepare some of the displays in order to give the students models by which to set standards? _____			
Do the students have clearly in mind what they hope to achieve through the completed display board? _____			
Does the display board meet the following criteria:			
Placed conspicuously and conveniently? _____			
Placed at eye level where lighting is good? _____			
Simply arranged in order to tell the story quickly and easily? _____			
Arranged in accordance with the principles of design, balance, proportion, rhythm, and emphasis? _____			
"Eye-catching" in that it is clean, attractive, interesting? _____			
Carefully labeled so that the observer will get the point it is expected to convey? _____			
Do you:			
Capitalize on the information in the completed display board so that appropriate, purposeful student learning occurs? _____			
Leave materials on the display board only so long as they function? _____			
See that materials are put back in the proper places after having been used? _____			

	Rare- ly	Some- times	Usu- ally
Was both the display board itself and the process of planning and preparing it evaluated by the students and you? _____			
Is there evidence that the display board was effective in terms of its purpose? _____			
Was no more than an appropriate amount of time spent on this activity? _____			

My organized plan for action:

Projected visual aids

These include using the opaque projector, the overhead transparency projector, transparent slides, films, and filmstrips.

	Rare- ly	Some- times	Usu- ally
Is the projected visual aid previewed and evaluated? _____			
Does this aid make a direct contribution to:			
Stimulation of interests and attitudes believed to be desirable? _____			
The solution of a problem? _____			
Enrichment and broadening of learning which reinforces and makes more meaningful the direct experiences of the students? _____			
Is the projected aid:			
Not too expensive for department's planned expenditures? _____			
Accompanied by a teacher's guide to provide help in the effective use of the materials? _____			
Of length to hold the interest of the group? _____			
Up-to-date? _____			
Accurate? _____			
Free from excessive or objectionable advertising? _____			
Appropriate for the age, intelligence, social background, interests, and experiences of the learners? _____			
Constructed from the standpoint of good learning procedures:			
Introduction provocative? _____			
Shows the material in sufficient detail to accomplish the purpose? _____			
Scenes are long enough for comprehension? _____			
There is ample illustration and repetition of difficult concepts? _____			
Conclusion summarizes important points? _____			
Creatively directed and artistically composed? _____			
Does this aid show the material as or more effectively than it could otherwise be shown in the class or through actual participation? _____			
Do you prepare the students to observe intelligently through:			
Questions for which the answer is found in the projected visual aid? _____			

Rare- ly	Some- times	Usu- ally
-------------	----------------	--------------

Questions calling for an examination of similar ideas in other situations? _____

Questions to ask students to draw inferences, see cause and effect relationships, to express their own opinions or ideas in regard to situations? _____

Questions to examine these ideas as they apply to their present-day life; to ask what authorities say about certain problems? _____

Questions to ask students to formulate generalizations of their own, based on the data from the aid, from many sources in life situations, and from the opinion of authorities? _____

Questions asking students to illustrate the meaning of their generalizations, usually calling for students to begin to see how thinking and planning can get some of these ideas into everyday practice? _____

Is there evidence that:

The projection was satisfactory? _____

The presentation of the aid was clear and organized in proper sequence? _____

Appropriate, purposeful student activity followed? _____

The purpose of showing was achieved? _____

Did the aid:

Contribute purposeful content to the topic being studied? _____

Give a true picture of the ideas presented? _____

Tend to make the viewers think better? _____

Tend to improve human relations? _____

Was use of the aid worth the time, expense, and effort involved? _____

My organized plan for action:

Exhibits

	Rare- ly	Some- times	Usu- ally
In planning the exhibit:			
Is there student participation:			
In planning the exhibit? _____			
in answering questions at the exhibit? _____			
Does the teacher serve in the capacity of guide and advisor in planning, arranging, and evaluating the exhibit? _____			
Is provision made in the instructional pro- gram to provide students with the background necessary for preparing effective exhibits? _____			
Has an analysis of the "typical specta- tor" been made by imagining his back- ground, occupation, age, interests, and thoughts? _____			
Is the goal of the exhibit expressed in terms of the behavior which the group hopes to motivate? _____			
Is the complete plan put on paper, including:			
How the available floor and wall space are to be used? _____			
Lighting? _____			
Ways of capturing the audience's mental participation through:			
Questions? _____			
Puzzles? _____			
Giving them something to manipulate? _____			
Demonstrations? _____			
Sound? _____			
Motion? _____			
Handouts? _____			
Necessary artwork or photographs? _____			
Objects or models to be used? _____			
Color scheme? _____			
Content of the captions? _____			
Lettering for the captions? _____			
Cost? _____			
Time schedule? _____			
Is thought given to constructing the exhibit, or parts of it:			
So that it may be used over again? _____			
So that it may be transported without damage? _____			

	Rare- ly	Some- times	Usu- ally
Do articles in the display conform to feasible standards for the community--not "ideal," but "practical"? _____			
Does planning include provision for collecting evidence to be used in evaluating the effectiveness of the exhibit? _____			
In evaluating the exhibit:			
Did it meet the following criteria:			
Pleasing in appearance? _____			
Simply and appropriately decorated? _____			
Colors harmonious, but creating a vivid image? _____			
Balance and contrast of light and dark areas? _____			
Designed so an illusion of "movement" focuses attention on the center of interest? _____			
Uncrowded? _____			
Conveys one mood? _____			
Did it present:			
Carefully selected, accurate information in a way easy to remember? _____			
Provision for application of the information stated or implied? _____			
Was it placed so it was seen by a maximum number of the audience to which it was directed? _____			
Did the single theme make the desired impact upon the viewers? _____			
Either from data collected or by inferences drawn from a study of the processes used, did the group believe the exhibit achieved the purpose for which it was prepared? _____			
Was no more than a defensible amount of class time spent on this activity? _____			

My organized plan for action:

Classroom Atmosphere

	Rare- ly	Some- times	Usu- ally
Do you help to create a stable, supportive atmosphere through good teaching? _____			
Is your classroom neat and attractive to look at, a pleasant place in which to work? _____			
Do you greet your students when they come into the classroom? Call them by the names that they prefer? Smile at them frequently? _____			
Do you plan learning experiences in which all students may participate? _____			
Do you help students grow in understanding of and respect for each other? _____			
Do you recognize and provide for individual differences? _____			
Do you express interest in each student, his ideas, and his achievements? _____			
Do you make judicious use of praise as a means of encouragement, avoiding over praise so that students do not become unduly concerned with teacher approval as an objective? _____			
Do you treat all students with respect and fairness? _____			
Do you seek causes of student behavior and deal with these rather than with actions only? _____			
Do you frequently reflect students' feelings when they seem disturbed or unhappy as a means of letting them know that you understand? _____			
Do you build self-esteem in your students by helping them to recognize that they are worthwhile individuals? _____			
Do you have sufficient self-restraint to permit students to solve their own problems (and even to make some mistakes) with only the <u>truly essential</u> guidance and help? _____			

	Rare-ly	Some-times	Usu-ally
Do you help to create a pleasant and stimulating atmosphere through being you? _____			
Are you a happy and secure individual? _____			
Do you practice empathy in order to better understand your students and their feelings? _____			
Are you free from racial, religious, and class prejudice? _____			
Do you consistently express and demonstrate respect for achievements of an intellectual nature? _____			
Do you have a satisfying emotional life of your own so that you do not exploit students for the purpose of satisfying your own needs and "taking out" on them your own frustrations? _____			
Do you enjoy your work while in the classroom, yet not make it "the whole" of your life, have interests outside of your teaching? _____			

My organized plan for action:

Discipline

An admission of "discipline trouble" is not an admission of weakness. Actually no school has ever existed without behavior problems any more than has any community. Discipline is an integral part of the teaching job.

	Rare- ly	Some- times	Usu- ally
Have you cooperatively established orderly procedures in the classroom? _____			
Provided laboratory and library facilities that are:			
Sufficient in number? _____			
Appropriate in character? _____			
Efficient in storage? _____			
Established instructional routines that will economize on effort, avoid confusion or congestion through:			
Careful provisions for maintaining within local limitations desirable:			
Ventilation? _____			
Lighting? _____			
Temperature? _____			
Reduction of noises? _____			
Thoughtful seating and grouping of students? _____			
Consistent adherence to agreed-upon time schedules? _____			
Clear organization for the distribution, use, and care of:			
Equipment? _____			
Supplies? _____			
References? _____			
Illustrative materials? _____			
Agreement on fair ways of sharing teacher's time and attention among students? _____			
Practice of making sure that purposes and assignments are fully understood before permitting student activity? _____			
Systematized plan for promptly providing necessary school reports? _____			

	Rare-ly	Some-times	Usu-ally
Have you adequately studied the evidence on your problem? _____			
Concerning your students:			
Have you tried to identify apparent trouble-makers as soon as possible? _____			
Have you informed yourself on facts about these students' personal, school, and home background, seeking causes for their behavior? _____			
Have you explored the interpersonal relationships in your classroom that may be involved in the misbehavior of students? _____			
Concerning your school:			
Investigated the discipline standards and practices common in the school? _____			
Used these findings to analyze possible cause-and-effect relationships: In your students? _____ In yourself? _____			
Clarified your conclusions through talking with your school administrator? _____			
Concerning yourself?			
Perceived objectively teacher behavior that may be causing discipline problems: Failure to practice the ordinary amenities of social living? _____ Failure to teach with your optimum level of skill? _____ Failure to develop insight into your own emotional rejection of students who create trouble? _____			
Taken time to plan improvements, try them, and analyze reasons for results in: Student behavior and feelings inferred by you? _____ Your own behavior and feelings? _____			

	Rare- ly	Some- times	Usu- ally
Have you taken constructive action when necessary? _____			
Recognized but ignored the less important misbehavior due to:			
Mere adolescent exuberance? _____			
Youthful immaturity or ignorance, often due to students not being kept informed, busy, and interested? _____			
General revolt against all adult authority by a disturbed adolescent? _____			
Consistently acted upon the assumption that students are capable of a reasonable response to a reasonable request:			
Through appealing to the universal need for having basic personality needs met? _____			
Through underacting rather than overacting to provocative class situations? _____			
Through avoiding undue pressure on students through:			
Insistence on self-control for too long a period? _____			
Insistence on self-control on too high a level? _____			
Academic success motivated by fear of failure? _____			
Discriminatingly selected situations where effective class control can and must be established over an individual:			
Are you fair, firm, and friendly in handling such situations? _____			
Do you act calmly, promptly, consistently? _____			
Do the penalties fit the misconduct of the students? _____			
Do you enlist the class in efforts to handle a chronic offender for the good of the whole group? _____			

	Rare-ly	Some-times	Usu-ally
Privately conferred with a disorderly student, using as guides:			
Perferably at a time when the student is not in serious trouble? _____			
Effort to cooperatively arrive at the cause(s) of the misconduct? _____			
Clarification with student of why regulations and punishment are necessary in school and in life? _____			
Emphasis placed upon capitalizing on student's strengths? _____			
Objective consideration given to probable results of alternative courses of action? _____			
Recognition of serious maladjustment and referral to most competent person available? _____			
Are there evidences of desirable long-range results of your actions? _____			
Do you and your students enter the classroom feeling relaxed and in a mood for work? _____			
Do you increasingly regard your role as one of helping and supporting your students, rather than controlling them? _____			
Are your students developing the ability to obey rules because they understand what is reasonable? _____			
Are your students increasingly able to develop their own rules as well as follow them fairly well? _____			
Are you more and more encouraging students to evaluate and improve all the classroom procedures affecting good management? _____			
Do students feel concern about and help each other in those situations that self-discipline? _____			
Do you reassess use of time and find increased opportunity for thoughtful study of human relations by the students and yourself? _____			
Do you follow an organized plan for self-improvement of your teaching skill as an effective preventive measure in the future? _____			

My organized plan for action:

Appraisal in Teaching

The process of collecting, interpreting, and following up on evidences of student progress

Are you moving in new directions:

from 1940 teaching

toward 1960 teaching?

The terms, "measurement" and "evaluation," used indiscriminately

Meanings clarified to better insure use of appropriate instruments for all objectives

Appraisal thought of as coming at the end of a teaching-learning unit

Appraisal seen as a starting point in instruction, a continuing focus in successive stages, and an integral part of all teaching

Relatively little scheduled time devoted to appraisal in planning units and lessons

Considerable time deliberately assigned to appraisal in every learning schedule to insure thorough teaching

Appraisal seen as an end in itself in order to give grades

Appraisal seen as an important means to attainment of desired objectives in terms of student behavior

Student behavior tended to influence grades largely when it aroused the teacher's attention (or emotions)

Changes in behavior seen by students as well as teacher as the primary clue to real learning

Objectives tended to be phrased by the teacher as broad and noble goals for the student

Objectives cooperatively defined in terms of observable student behavior on which evidence can be collected

Heavy reliance upon general impressions gained by the teacher as she observed students' work in the classroom

General judgments consistently supplemented by collection of objective evidence through many appropriate instruments

Class products and occasional paper-and-pencil tests served as bases for appraising achievement

Comprehensive appraisal of processes as well as products; planned, focused observation as well as tests

Tests formulated directly from the subject matter in texts

All instruments formulated from the specific objectives of the class and the school

from 1940 teaching

toward 1960 teaching

Rather more weighting was given to the reliability of instruments than to their validity

Emphasis upon accuracy of objective tests inclined students to fragmentize their learning

Little or no attention in teaching and testing given to developing ability to think

Essay tests casually prepared and read because not much respected

Conformity in standards and values tended to be required

Often students did not see or think about their tests after they had been written

With school guidance personnel limited, teachers had little access to results and interpretation of standardized tests

Results in class products and tests tended to be accepted at face value by teachers

Appraisal and grading planned and done largely by the teacher

Periodic grades on each student were reported by teacher

Acceptance that a relatively subjective judgment on important things is of more value than an objective judgment about unimportant things.

Emphasis upon integration and application of facts, principles and generalizations

Processes of thinking deliberately taught, hence appraised as an essential aspect of growth

Much time and energy devoted to the preparation and analysis of essay tests

Creativity in thinking and doing encouraged; hence, evidence sought on this aspect

Teacher shares with students analysis of reasons for errors, then essentials are re-taught

Teachers utilize help of trained counselors in understanding "whole child" and projecting possible cause-and-effect relationships

Interpretation of all behavior made not only in terms of specific objectives of teaching but also the total personality of each student

Cooperation with parents and self-appraisal by students tend to increase students' motivation and growth

Because students and parents need to know reasons for as well as estimates of progress, modern report cards offer an appraisal of students' behaviors as well as grades

from 1940 teachingtoward 1960 teaching

Appraisal instruments so hastily prepared by teacher that they were usually discarded after one using

Appraisal instruments, cooperatively prepared, are used, analyzed, and revised for the next time of using

Teachers inclined to think results of appraisal related only to student effort and growth

Teacher see results of appraisal as evidence on the quality of her teaching and uses their analysis as guides for her own future growth

My organized plan for action:

Planning

	Rare-ly	Some-times	Usual-ly
Do you plan questions that are:			
Related to a specific objective desired? _____			
Relevant to the present need of students? _____			
Focused on one definite teaching point? _____			
Adapted to age and abilities of students? _____			
Challenging enough to demand student effort at various degrees of difficulty? _____			
Arranged in a sequence that will develop continuity of thought? _____			
Do you phrase questions so that:			
Grammatical construction is acceptable? _____			
Vocabulary employed is largely familiar to students? _____			
Any new terms are explained, used, applied, reviewed? _____			
Form is concise and clear, with any necessary explanation preceding question? _____			
Specific process of thinking demanded is clearly indicated? _____			
Interest is held through using a variety of forms? _____			
Do you ask questions:			
Addressed to whole class so all are given time to consider them? _____			
Distributed according to individual students' abilities and background? _____			
Asked at rate suited to achieve purpose, as thought versus drill questions? _____			
One at a time so clearly that repetition is rarely necessary? _____			

	Rare- ly	Some- times	Usu- ally
Directed occasionally at the inattentive to bring individual back into the group thinking? _____			
Allow sufficient time for the formulation of answers? _____			
Do you handle responses to questions:			
Considering effect on individuals of different ways of handling their responses? _____			
Acknowledging answers courteously and appropriately with a nod or questioning glance? _____			
Repeating a student's reply <u>only</u> when such emphasis is defensible, <u>not</u> to supply part of the answer? _____			
Interpreting sincere effort to advantage of student? _____			
Requesting class evaluation of a partially correct response? _____			
Encouraging correction of grammatical errors in replies? _____			
Insisting tactfully but consistently on individual improvement in responses as time goes on? _____			
Do you handle comments and questions volunteered by students:			
Expressing approval if they are worthwhile? _____			
Discouraging them courteously if not timely nor significant? _____			
Telling frankly if unable to answer a question until later? _____			
Granting earnest students right to question your position? _____			
Helping individuals to perceive and, if necessary, improve on their present habits:			
Listens but rarely volunteers? _____			
Waits her turn, then makes own suggestions? _____			

	Rare-ly	Some-times	Usu-ally
Tries to monopolize discussions? _____			
Makes distracting remarks that impede group progress? _____			
Dares to question a popular viewpoint when questioning is desirable? _____			
Disagrees with others kindly and reasonably? _____			
Tends to defend ideas just because they are hers? _____			
Inclined to accept ideas in terms of who offered them? _____			
Shows leadership in moving discussions forward? _____			
Helps group reconcile diverse points of view? _____			
Abides by a majority decision without resentment? _____			
<u>Evidences of growth</u>			
Are you asking questions with increasing confidence and skill? _____			
Is volunteering more evenly distributed and more frequent? _____			
Do students' questions more nearly approach those of the teacher in number and quality? _____			
Do students organize and carry on independent discussions for increasingly longer periods? _____			
Do oral reviews and written tests show improved retention of subject matter and ability to apply to new situations? _____			
Are student contributions increasingly supported by data and showing other evidences of clear thinking? _____			
Are individual students improving their class interrelationships and thereby their ability to share effectively in group thinking? _____			

My organized plan for action:

Appraisal of performancePlanning

	Rare- ly	Some- times	Usu- ally
Have you decided upon the type of performance to be appraised:			
Meticulously structured pre-test or end-test? _____			
Somewhat structured observation of laboratory procedures and products? _____			
Have you established standards for procedures on the basis of your training and experience:			
Specific representative samples of performance selected for observation in terms of learning objectives? _____			
Standards adjusted to:			
Facilities available in the laboratory? _____			
Expectations reasonable for given students? _____			
Essential activities of operation isolated? _____			
Sequence of steps in procedures determined? _____			
Efficiency and correctness of techniques defined? _____			
Have you established standards for the product on the basis of your training and experience:			
Performance broken down into component parts for analysis? _____			
Specific characteristics of each part defined for ranking? _____			
Importance of these characteristics relative to that of the whole determined? _____			
Have you prepared instruments of most appropriate type for ranking performance:			
Selected in terms of one or more learning objectives? _____			
Reduced to a manageable number your pre-determined list of things to observe so as to promote objectivity? _____			

	Rare- ly	Some- times	Usu- ally
Defined clearly these techniques for three levels of proficiency so as to provide validity? _____			
Limited number of factors to observe about each technique in order to assist reliability? _____			
Organized a simple form for maximum speed in recording results during the students' performance? _____			
Have you prepared instruments of most appropriate type for appraising products:			
Organized around basic elements of product? _____			
Defined each level in vivid, meaningful words and phrases? _____			
Structured clearly so that:			
Each part is scored separately? _____			
Individual and total score easily computed and identified? _____			
Weighting of individual parts, if any, specifically indicated? _____			
Have you determined if and how general behavior patterns might be observed during student performance:			
Normal situation in a laboratory class better for observing one or more of these than the performance labeled a "test"? _____			
Definitions of student behavior formulated for such general patterns as:			
Work habits, industry, concentration, independence, dependability? _____			
Use of time, of tools and equipment, of work area, of hands? _____			
Emotional stability, cooperation, inter-class relationships? _____			
Have you prepared laboratory conditions that will facilitate:			
Students' performance? _____			
Teacher's observation? _____			

Using appraisal plans

appraisal plans	Rare-ly	Some-times	Usu-ally
Did facilities provided for students aid in convenient and fair appraisal:			
Space adequate for suitable distribution of students? _____			
Tools and equipment sufficient and in good working condition? _____			
Necessary supplies organized and readily available? _____			
Job sheets or other directional materials provided to all? _____			
Needed visual materials well selected and arranged? _____			
Did you capitalize on the teaching-learning values of the laboratory experience:			
Pre-test largely designed to cooperatively discover present strengths and weaknesses of individual students according to standards of the teacher? _____			
Everyday observation of laboratory performance of class:			
Specific objectives clear to and accepted by students? _____			
Desirable sequence of procedures well established? _____			
Levels of proficiency cooperatively defined for recording and ranking procedures? _____			
Levels of quality in product cooperatively defined and understood? _____			
Time limits agreed upon and checked by individuals? _____			
Consistent comparisons of students' and teacher's appraisals in order for both to increase skills in observation and judgment? _____			
End-test largely designed to appraise achievement beyond each individual's "base-line" as discovered through the pre-test? _____			
Were you able to record results accurately with a minimum of time and effort?			

	Rare- ly	Some- times	Usu- ally
Did you deliberately take time to:			
Revise plans and instruments to incorporate improvements? _____			
Organize a simple scheme for storing each individual's records, including dates of performance? _____			
Cooperatively analyze single and cumulative records of students in order for both of you to set up specific goals for improving? _____			

Evidences of growth

Does students' realistic view of themselves gained through appraising their own and others' performance help them to set up more specific and meaningful goals for themselves? _____			
Does the breakdown of complex behavior into single operations help in discovering causes for weaknesses? _____			
Do students react to detailed observation and testing of performance as being a fair and practical way of estimating their growth? _____			
Does determination of concrete deficiencies tend to raise self-initiated standards of students? _____			
Does emphasis upon thoroughness of performance incline students to improve some of their general behavior patterns? _____			
Do some students, who could not be reached through verbal descriptions, begin to observe and improve their own processes of thinking during performance? _____			
Does comparison of an individual's scores on paper-and-pencil tests with her records on performance lead you to a deeper understanding of her as a whole person? _____			

My organized plan for action:

Rare- ly	Some- times	Usu- ally
-------------	----------------	--------------

You to prepare a test of high quality?

Students to complete the test with complete and accurate answers?

In harmony with your table of specifications for the unit?

On materials which are primarily concerned with organization, generalizations, and clarity of expression rather than on factual materials?

On basis of your decision to test breadth
of sampling or depth of thinking? _____

With same emphases as were taught but applied to new situations?

Each involves an important concept that has been taught?

Each is specific enough to indicate limitations and organization of answers expected?

Each is phrased so as to eliminate any difficulty in vocabulary or meaning?

Each is arranged in a sequence of increasing difficulty?

Each rather clearly indicates the process of thinking expected?

Acceptable answers written out before giving the test?

Directions clear to even the weakest student?

	Rare-ly	Some-times	Usu-ally
Special criteria to be used in scoring the test provided? _____			
Numerical values for each of the questions indicated? _____			
<u>Administering</u>			
Was test administered under favorable conditions--quiet, established rapport, desirable physical conditions? _____			
If pictorial materials or realia were involved in the test:			
Were these placed around the classroom to avoid congestion? _____			
Was distribution of students' viewing clearly indicated and followed? _____			
Were students reminded of procedures to be followed in taking essay tests:			
Read questions and asked for clarifications before starting to write? _____			
Analyzed one question in its entirety? _____			
Organized thoughts by outlining a tentative answer? _____			
Elaborated on this in answer written on test paper? _____			
Re-read this answer before attempting the next question? _____			
<u>Scoring and analyzing</u>			
Did you employ techniques designed to increase reliability:			
Read tests in an atmosphere conducive to concentration and consistency--quiet, uninterrupted, comfortable, not tired? _____			
Use key prepared earlier, adjusting as seems wise? _____			
Conceal identity of respondents? _____			

	Rare- ly	Some- times	Usu- ally
Shift order of papers during the scoring period? _____			
Read and score one question on all papers before moving to the next question? _____			
Consider mechanics of writing apart from the scoring on learning achievements? _____			
Did you employ techniques helpful in learning from essay tests? _____			
Did you return the tests as soon as possible to prevent students' forgetting? _____			
Did you cooperatively determine and summarize probable reasons for error: Due to students' study? _____ Due to teacher's instruction? _____			
Did the students accept the validity of the questions in terms of what had been taught? _____			
Did the teacher re-teach and the students re-learn essentials that had been missed? _____			
Did you confer with individuals on basis of what they revealed about personal needs in their answers? _____			
Did you recompute numerical values assigned to questions in light of the difficulty students experienced? _____			
Did you revise all parts of the test that seemed to need improvement, ready for use next time? _____			

My organized plan for action:

Appraisal through objective testing

Planning

	Rare-ly	Some-times	Usu-ally
Have you determined the scope of the test by considering:			
Objectives most economically and accurately appraised by an objective test? _____			
Student behavior that would represent attainment of those objectives selected for testing? _____			
Situations identified where this behavior might be expected to appear? _____			
Table of specifications for total learning unit studied to determine relative importance of individual parts? _____			
Time at disposal of students and their habitual speed in taking objective tests? _____			
Have you selected and/or prepared items that appear satisfactory in:			
Variety of forms appropriate to the kind of learning being assessed:			
Memory of facts? _____			
Understanding of concepts? _____			
Ability to apply what has been learned? _____			
Aesthetic taste and attitudes? _____			
Number and distribution of items in harmony with table of specifications? _____			
Level of difficulty appropriate to students? _____			
Reading level suited to students? _____			
Each item independent of others? _____			
Clear, concise phrasing that avoids ambiguity and irrelevant clues? _____			
Have you organized the items into an effective test:			
Checked on presumed "key" by taking the test yourself after it has been set aside for some time? _____			
Prepared a proper heading for the test? _____			

	Rare-ly	Some-times	Usu-ally
Grouped items according to types and difficulty, with correct responses scattered? _____			
Limited length so that at least 90 per cent of students can have time to attempt all items? _____			
Adapted standardized directions for each type of item to any specific needs for clarity: Directions for selecting answers? _____ Directions for recording answers? _____ Directions for scoring answers if possible to give this information to students? _____			
Have you prepared for efficient administration of the test: Legible copies duplicated for students? _____ Answer sheets and special pencils provided if these are to be used? _____			
<u>Using the objective test</u> Did you administer the test under satisfactory conditions: Room quiet and physical facilities comfortable? _____ Explanations supplied if needed? _____ Ample precautions taken to prevent cheating? _____ Extra copies of test carefully retained by you? _____			
Did you score the test accurately: In accordance with method indicated to students as far as possible? _____ In accordance with your best judgment if doubts are raised through an error in: Poor phrasing by test maker? _____ Misinterpretation by students? _____			

	Rare-ly	Some-times	Usu-ally
Did you analyze the test results from all your students:			
Tabulate errors made on each item by each student in ways to provide such facts as you consider worthwhile knowing:			
Rank order? _____			
Frequency distribution? _____			
Class range, mean, median? _____			
Level of difficulty of whole test? _____			
Index of difficulty for individual items? _____			
Index of discrimination for individual items? _____			
Did you take time to thoughtfully consider the implications of your analyses for:			
Grades to be derived from the test? _____			
Re-teaching needed by whole group and by individuals? _____			
Possible reasons for such re-teaching being necessary? _____			
Ways in which your test writing can be improved? _____			
Ways in which your teaching can be improved? _____			
Ways in which your guidance of individual students can be improved? _____			
<u>Evidences of growth</u>			
Have students of comparable ability over a period of time seemed to improve in:			
Their understanding of how to prepare for and write good objective tests? _____			
Their recognition of the challenge offered by home economics to the higher mental processes as well as to memory? _____			
The quality and quantity of the learning gained by students from the unit taught? _____			

Have you as teacher collected evidence to show that:

Your revised and new items tend to have increasing reliability? _____

Your teaching shows improvement not only on results on student tests but also in student motivation and self-initiated improvements?

Rare-ly	Some-times	Usu-ally

My organized plan for action:

Adult Homemaking Education ProgramThe adult homemaking program:Are you moving in new directions:from 1940 teachingtoward 1960 teaching?

A separate educational program unrelated to the high school homemaking programs or the program of the Future Homemakers of America chapter

Part of a coordinated program aimed at improving home and family living, related in terms of goals to the junior and senior high school programs, the Future Homemakers of America, and other community programs in education for home and family living

Programs frequently limited in scope, with emphasis on the manipulative skills

Programs becoming broader in scope; more attention to the management and relationship areas of family living

Most attention given to the educational needs and interests of the full-time homemaker

Increasing attention to the educational needs of the homemaker who works outside the home on a part-time or full-time basis

Much attention to the problems of home production of foods, clothing, and home furnishings

Increasing attention to the home consumption of various goods

Much attention in planning the program to the currently felt needs and interests of the homemakers

Increasing attention to the conditions and needs of society as bases for curriculum decisions

The view of the adult homemaking program as a somewhat isolated program having short-term goals of immediate concern to enrolled homemakers

The view of the program as a part of the total program in education for home and family living. The view that, due to rapid change, there is no terminal point in education; long-term as well as short-term goals.

My organized plan for action:

Promotion of the adult program

	Rare- ly	Some- times	Usu- ally
Do you:			
Use the kind of publicity that will reach the people you want to interest in the adult education program? _____			
Make use of all available facilities for publicity? _____			
Use those appeals you think will be strongest with the group you want to reach? _____			
Time your publicity so that adults can arrange their affairs to take advantage of the program offered, but do not allow so much time that enthusiasm wanes? _____			
Time your publicity so that you avoid conflicts with publicity for other important events? _____			
Keep information before the public while the program is in progress? _____			
See that information given is accurate, interesting, humanized, and as personalized as possible? _____			
Accent the positive, but avoid missionary zeal or a patronizing tone in publicity? _____			

My organized plan for action:

Newspaper publicity regarding the adult homemaking program

	Rare-ly	Some-times	Usu-ally
Does the very first or lead paragraph pack the most important facts? _____			
Is it clear and interesting? _____			
Does it tell who, what, when, where, and perhaps why and how? _____			
Are further particulars given in the paragraphs that follow? _____			
Is the story arranged so that the editor can chop it off at the end of any paragraph without cutting out any main facts? _____			
Does the story follow typical news style of writing:			
Short paragraphs? _____			
Sentences short and crisp? _____			
Entire story short and to the point? _____			
All quotes accurate? _____			
Story tied up with names of individuals concerned? _____			
Is the story put up in a professional form:			
Typed clearly and neatly? _____			
Double spaced? _____			
Are news stories sent to the person on the local newspaper who should receive your publicity releases? _____			
Are news stories sent to all newspaper or other publications that might be interested in using the releases? _____			
Are news stories put out at well-spaced intervals? _____			

My organized plan for action:

The first part of the paper discusses the importance of the study and the objectives of the research. It also outlines the methodology used in the study and the results obtained. The second part of the paper discusses the implications of the study and the conclusions drawn from the research. It also outlines the limitations of the study and the areas for further research.

The study was conducted in a laboratory setting and involved the use of a series of tests to measure the performance of the system. The results of the tests were compared to the theoretical predictions and the conclusions drawn from the research. The study found that the system performed well under the conditions tested and that the theoretical predictions were generally accurate.

The implications of the study are that the system can be used in a variety of applications and that the theoretical predictions can be used to guide the design of the system. The conclusions drawn from the research are that the system is a viable option for the application and that the theoretical predictions are a useful tool for the design of the system.

The limitations of the study are that the results were obtained from a laboratory setting and that the conditions tested may not be representative of the real world. The areas for further research are the performance of the system in the real world and the development of a more comprehensive model of the system.

Posters used for publicity purposes

	Rare- ly	Some- times	Usu- ally
Are combinations with high visibility used on posters? _____			
Black and yellow? _____			
Red and white? _____			
Black and white? _____			
Green and white? _____			
Are the principles of art applied in preparing the posters? _____			
Balance? _____			
Proportion? _____			
Emphasis? _____			
Rhythm? _____			
Harmony? _____			
Unity? _____			
Does the poster provide information regarding:			
What the series of lessons is about			
An attractive title for series? _____			
Topics of individual lessons? _____			
Where classes are to be held:			
Building? _____			
Room? _____			
Address? _____			
When classes are to be held:			
Dates? _____			
Meeting times? _____			
How adults may enroll? _____			
Amount of fee, if any? _____			
Instructor or instructors? _____			

My organized plan for action:

Non-class adult education activities

	Rare- ly	Some- times	Usu- ally
Are you offering:			
Leaflets on homemaking subjects? _____			
Packets of educational materials to be loaned through the local library? _____			
Newspaper articles on homemaking subjects? _____			
Exhibits and displays on homemaking subjects? _____			
A regular conference period to help adults with problems in home and family living? _____			
Clinics on problems in homemaking? _____			
A single evening presentation now and then to introduce a new area of subject matter or to teach just one or two new ideas currently in demand? _____			
Radio or television programs on homemaking subjects? _____			
Neighborhood groups to consider solutions to homemaking problems? _____			
Home visits to give help to adults who request it? _____			

My organized plan for action:

Are you ready for the first meeting of your adult class?

	Rare- ly	Some- times	Usu- ally
Has the class been sufficiently publicized? _____			
Are there definite plans for registration of class members? _____			
Have you prepared a check list or similar device to be marked at the first meeting so that you may gain more information regarding the desires and needs of the adults in the area of home-making to be considered in the series? _____			
Have you planned your lesson so that, in terms of the home situation of the members, it is:			
Interesting? _____			
Informative? _____			
Challenging? _____			
Meaningful? _____			
Do you have some "take-home" materials that emphasize important learnings? _____			
Have you made plans for helping the group to get acquainted? _____			
Is the room in order, clean, neat, attractive? _____			
Are chairs arranged so everyone can easily see and hear? Chairs near entrance left vacant for any latecomers? _____			
Are teaching aids arranged for greatest effectiveness and convenience in use? _____			

My organized plan for action:

In teaching adults

	Rare- ly	Some- times	Usu- ally
Do you welcome each class member as she arrives? _____			
Do you give an over-view of the series of lessons at the first session? _____			
Do you provide opportunities for the class members to share in planning the series of lessons? _____			
Do you provide some opportunities for group participation, at least at "experience level"? _____			
Do you avoid embarrassing anyone by insisting that she participate or by requesting a type of information that she might not have? _____			
Do you keep in communication with the group? _____			
Maintain "eye contact"? _____			
Use meaningful illustrations? _____			
Encourage questions and contributions? _____			
Do you usually take illustrative material to them rather than asking them to move? _____			
Do you plan your lessons carefully and do "anticipatory teaching" in order to <u>try</u> your plans in imagination? _____			
Do you use a variety of methods and techniques, always making sure that the methods and techniques are suited to the goals of the adults and content of the lesson? _____			
Do you evaluate each session and plan ways to improve your teaching of adults? _____			
Do the adults share in evaluating the series of lessons? _____			
Through critical observations of what the adults do in terms of applications of what has been taught? _____			
Through use of informal discussions, conferences, oral reports? _____			
Through the use of unsigned check lists and other devices? _____			

My organized plan for action:

Rewarding, wasn't it?

So you've worked and worked on your chosen aspect until you and lots of others have recognized the heart-warming results? Fine! What do you plan to tackle next? Perhaps, now that you've learned the trick of using these self-evaluation check lists, you might be ready to take on more than one at a time.

Moreover, you're now ready to think critically and creatively about any aspect on which you choose to improve yourself. Contemplate your powers, not just your problems! Believe it or not, sometimes we shortchange ourselves. How? By unwillingness to admit weaknesses, one issues a kind of "cease-and-desist" order to the very power within one's self.

Because these self-evaluation check lists were prepared by several persons and on different aspects of teaching, inevitably they have taken a variety of forms. Although all are based upon the most recent professional literature, the writers' individual biases may be showing occasionally. From what the psychologists tell us about perception, that is to be expected. And this fact of perceiving with our whole experiential background frees you to make your own adaptations of each check list you use. For example, let's take the concept of cooperative planning that appears over and over in the check lists. Even if it had been validated by every reference in the university library, if you are not yet ready to undertake this on the basis of past experience, just go on to the following criteria suggested in the aspect of your choice. On the other hand, if you believe a criterion has been omitted in some particular check list in which you are interested, don't hesitate to add it. These check lists are YOUR work sheets, and can be only generally suggestive.

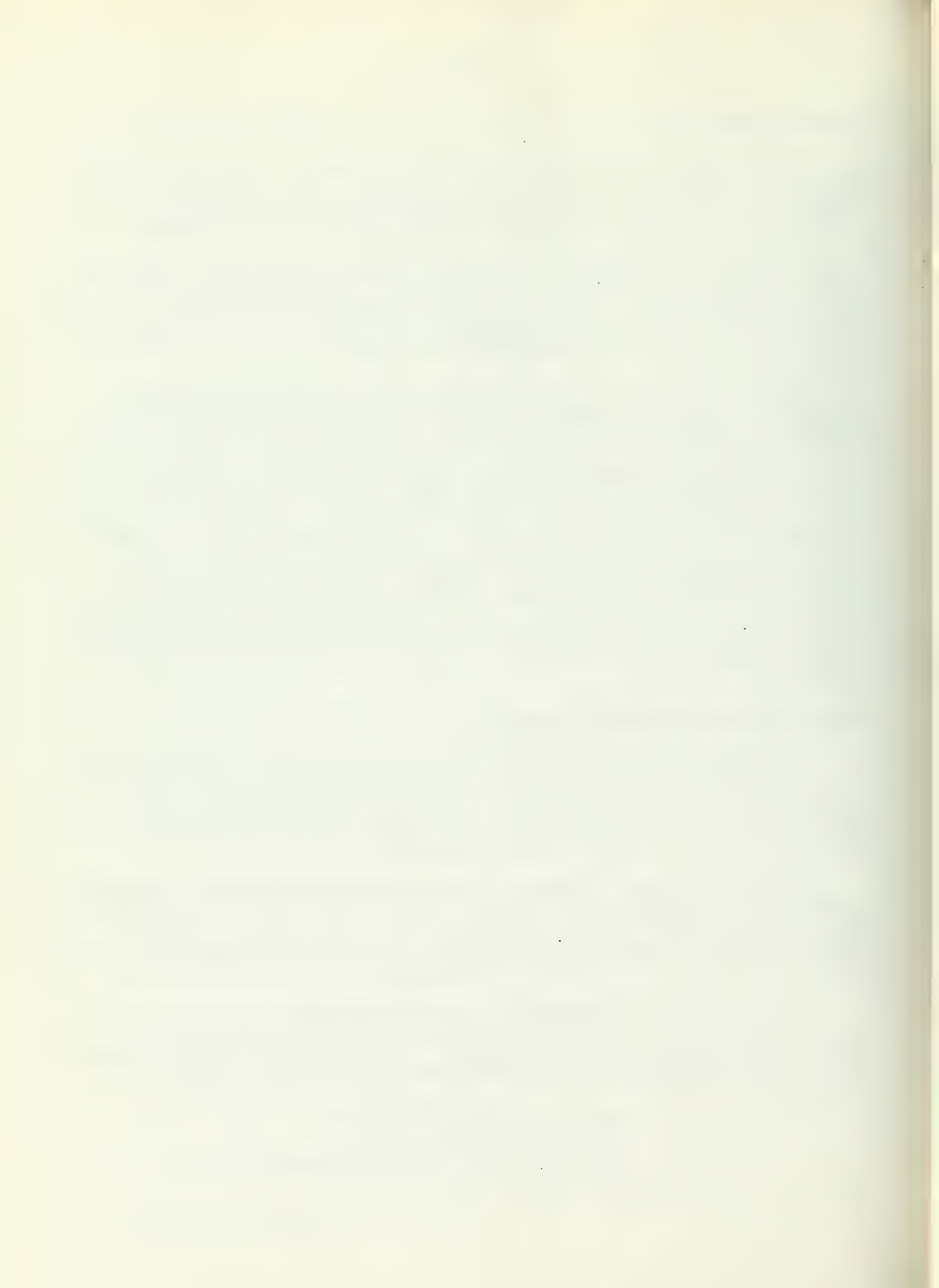
The high road to happiness in teaching

The humdrum of everyday teaching may sometimes wear your emotional halo thin! Recognition and new experiences are as much needed by you as by your students to whom you teach that they are basic personality needs. Help yourself to a self-improvement check list whenever you begin to falter in your enthusiasm for being a teacher--low moments that come to all of us!

Constructive action, ultimately resulting in some recognizable improvement, recharges your emotional vitality most amazingly, even though the said improvement may be very small indeed. Bonaro Overstreet declares that "emotional health is present whenever we see a human being happily and consistently going toward the realities of his world rather than withdrawing from them."

The cynic sneers, "Tomorrow will be the most wonderful day in history--that's the day when we all are going to do better." We in home economics education say, TODAY we start to do better. And, as we start upon our adventure in self-evaluation and self-improvement, may we find as did Emily Dickinson:

"We never know how high we are
Till we are called to rise
And then, if we are true to plan,
Our statures touch the skies."



THE ILLINOIS TEACHER IN 1960-1961Reminders to our present subscribers

As you know, we have no Madison-Avenue Advertising Department. Quite the reverse! With our production definitely limited to 1500 copies of each issue, we cannot and do not seek the "massive circulation" that advertisers would demand. On the other hand, we feel a deep sense of loyalty and gratitude to our current subscribers who are so generous in expressing appreciation of our materials. With the imminent appointment of a new Dean, we suspect we may need these "evaluations" to prevent the Illinois Teacher coming to an untimely end.

So this constitutes your first reminder about sending in your 1960-1961 subscriptions, whether they are for yourself, your library, and/or your school. The price is \$2.00. We need to receive with the \$2.00:

Your name printed so that it is legible
 Your address, accurate and complete, where you want your issues sent
 The year (1960-1961) for which you are subscribing
 Checks should be made out to University of Illinois
 Any comments or suggestions you care to add will be appreciated.

Early in September we plan to mail out a postcard that will be your second reminder, in case we have not yet heard from you. If you can possibly find the two dollars and the necessary five minutes for subscribing from now to September, we hope you will do so. To encourage you to subscribe before September, here are a few ideas about issues already "in the works."

Planning and utilization of space and equipment by a city supervisor and one of her classroom teachers--up-to-date, practical, imaginative.

Teaching art and science principles through instruction on the selection, use, and care of home furnishings and small equipment.

Teaching family life education at different levels--further exploration into student clarification of values in these emotionally-weighted areas.

Better teaching through improved objective testing--important for quick, accurate measurement of achievement actually attained in the classroom.

An overview on recent facts, principles, and techniques of teaching youth's and families' economic problems appropriate to the secondary school level.

Teaching foods and nutrition with particular emphasis upon developing the scientific attitude in students through experiences in this area.

Teaching clothing and textiles at different educational levels, including many pre-test items on textiles and selection of clothing.



Homemaking and family living instruction for college-bound girls in senior high schools, prerequisites or no prerequisites, laboratory or no laboratory experiences.

Scope and sequence in teaching housing, with specific teaching aids for instruction that students will find as interesting as their investment in a home will be high.

Last but far from least, we hope to continue reports from our specialists on recent developments in home economics subject matter and research. For example, our first issue will contain a report from the Child Development Department on up-to-date concepts on children's play. All of us have been mightily encouraged by the number of persons this year who have requested permission to duplicate such reports for their teachers! Of course, permission is always yours if due credit is given to the authors and source, but we appreciate knowing about what different persons and states find specifically helpful.

SUGGESTED FORM TO USE IN SENDING IN A SUBSCRIPTION

Name (printed or typed) _____

Address (printed or typed) _____

Number of 1960-1961 subscriptions _____ Payment enclosed \$ _____.00

New subscription _____ Renewal subscription _____

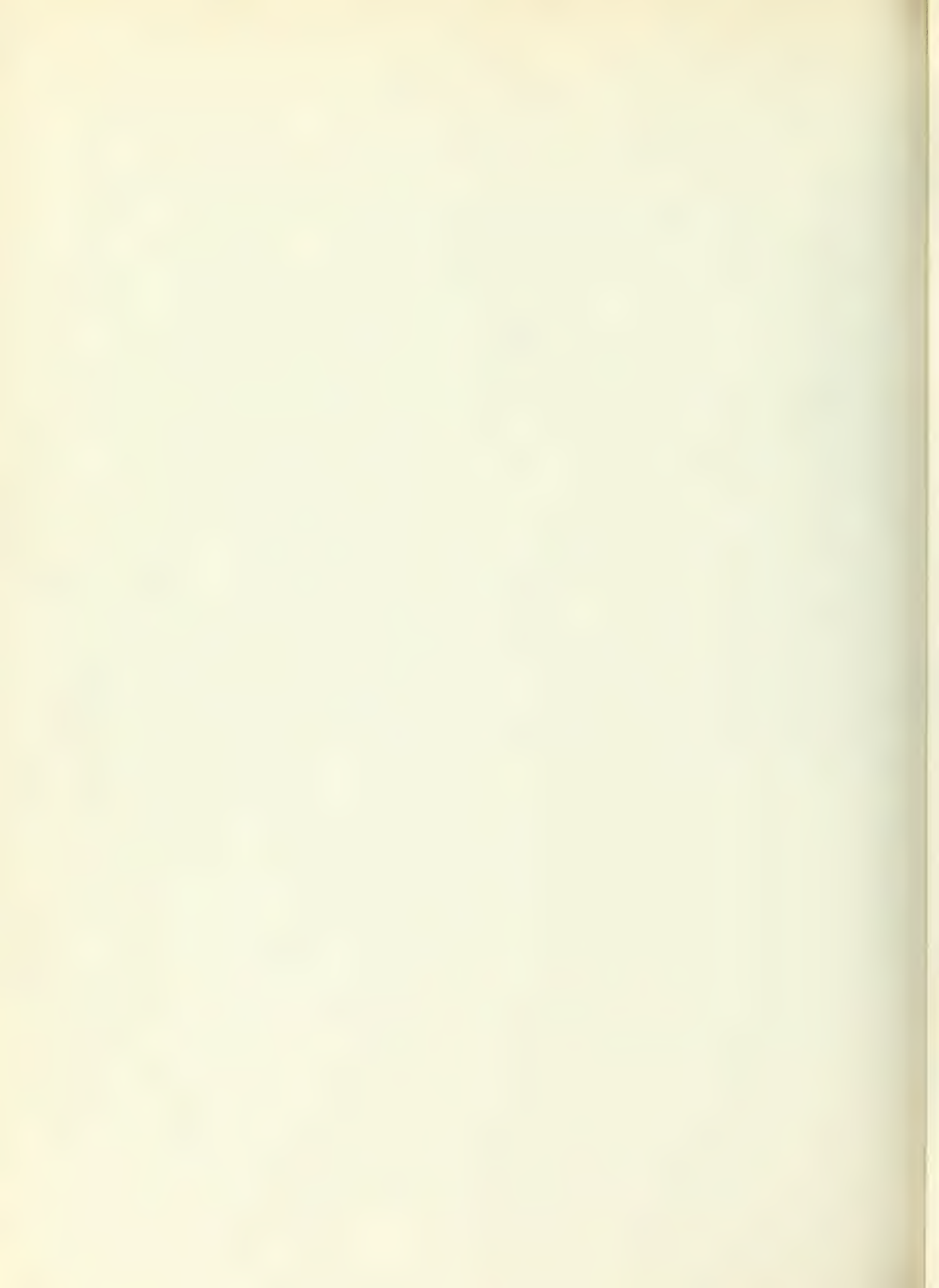
Comments and suggestions:

Send subscription form to:

Letitia Walsh, Head
Home Economics Education
334 Gregory Hall
University of Illinois
Urbana, Illinois

THANK YOU





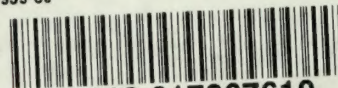
UNIVERSITY OF ILLINOIS-URBANA

640.705IL

C001

ILLINOIS TEACHER OF HOME ECONOMICS URBAN

3 1959-60



3 0112 017967610